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**FORTUNE SCHOOL
CHARTER
RENEWAL**

**CHARTER SCHOOL NETWORK OF
REX AND MARGARET FORTUNE SCHOOL OF EDUCATION**

**Presented to:
SACRAMENTO COUNTY BOARD OF EDUCATION
Sacramento, California**

Charter Renewal Term: July 1, 2021 - June 30, 2026

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AFFIRMATIONS AND DECLARATION

Fortune School (the “Charter School”), operated by Fortune School of Education (“FSE”), authorized by the Sacramento County Board of Education (“SCBOE”), with oversight by the Sacramento County Office of Education (“SCOE”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]

- Fortune School of Education declares that it shall be deemed the exclusive public school employer of the employees of Fortune School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605.6(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

A. EDUCATIONAL PHILOSOPHY AND PROGRAM

“The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

-California Education Code section 47605.6(b)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

-California Education Code section 47605.6(b)(5)(A)(ii)

“If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.”

-California Education Code section 47605.6(b)(5)(A)(iii)

“If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.”

-California Education Code section 47605.6(b)(5)(A)(iv)

Mission

To graduate high achieving students of good character prepared for college and citizenship in a democratic society.

Educational Philosophy

An Educated Person in the 21st Century

Being an educated person in the 21st Century means to have a high level of academic mastery as well as critical thinking and problem-solving skills that will provide opportunities and preparation for college and career. Fortune School promotes students with the highest levels of academic achievement and character. These academic and life skills give students the tools to meet the educational, professional and personal challenges of the 21st century.

How Learning Best Occurs

Fortune School adheres to The Five Pillars originally developed by KIPP (Knowledge Is Power Program). The Five Pillars guide the operation of Fortune School and serve as the values by which administrators, faculty and staff serve and interact with scholars. The Five Pillars are the framework for the innovative program design that distinguishes Fortune School from other schools in the region.

Fortune School's Five Pillars

1. **High Expectations** – We have high expectations for academic achievement and conduct that are clearly designed, measurable and make no excuses based on the background of the students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.
2. **Choice and Commitment** – Students, their parents and staff choose to participate in the program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required for success.
3. **More Time** – We know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week and year; students, teachers, school leaders, parents and staff dedicate more time. This ensures that students acquire the knowledge and skills that prepare them for competitive colleges, as well as opportunities to engage in diverse extracurricular activities.
4. **Focus on Results** – We focus relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are no exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.
5. **Citizenship** - We strongly believe that the measure of a person's success is in what he or she gives to others. Through community service, students develop a strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. Students also deepen and demonstrate their learning and are empowered to become productive citizens in the community in which they live.

Students to be Served

In 2011, the Sacramento County Board of Education approved Fortune School to open nine public charter schools¹ (one school a year during the term of the charter) designed to close the achievement gap for the Sacramento region's lowest performing subgroup—African American students. As a part of the Board's action to approve Fortune School, the Sacramento County Board of Education made findings of fact that there was a severe and persistent African American achievement gap in the county that was well-documented based on student achievement data from the California Department of Education. As found in the Findings of Fact from the February 1, 2011 Board Agenda Item VIII.D. (**Appendix I**):

B. Required Findings

- Education Code Section 47605.6(a)(1) states that a county board of education may only approve a countywide charter if it finds that the charter school will offer educational services to a pupil population that will benefit from those services, and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(b) provides that SCBE may grant a countywide charter only if it is satisfied that the granting of the charter is consistent with sound educational

¹ All Fortune School "charter schools" are operated under the single countywide benefit charter petition approved by SCBOE, and are identified by a single CDS code by the California Department of Education.

practice, and that the charter school has a reasonable justification for why it could not be established by petition to a school district.

- The Fortune petition sets a goal of eliminating the achievement gap for the Sacramento region's lowest performing subgroup by increasing the availability of a rigorous, college preparatory, Pre-K-12 program for African American students throughout the county. The petition notes that this achievement gap exists for African American students across Sacramento County and in each of the county's school districts. Fortune is modeling its educational program after that of PS7. It presents evidence that PS7 has eliminated this achievement gap, with African American students who attend PS7 surpassing White student performance in the county in both English Language Arts and mathematics. Fortune reports that in February, 2010, 100 percent of the PS7 students who entered St. HOPE's Sacramento High School passed both the English Language Arts and mathematics portions of the California High School Exit Exam and that PS7 has demonstrated significantly higher student performance than public schools serving similar populations. Thus, the educational program being proposed has a demonstrated record of success for this student population.
- Fortune proposes to make the PS7 model widely available to underserved African American students throughout Sacramento County, and contends that because of the pervasive nature of the African American achievement gap across the county and in all of the districts where the charter school intends to operate, these students could not be served as well by a charter school that operates in only one district. This is the petition's justification for establishing a system of schools across the county rather than petitioning a single school district.
- In its January 20, 2011 submission, Fortune argued the following in support of the required legal findings noted above:
 - ❖ The large geographic area of the county and the difficulty of commuting the target population from all over the county to a single location in a single district;
 - ❖ The increased efficiencies of operating one charter rather than several charters;
 - ❖ The benefit of the SCBE control in strategically locating high quality programs where they are most needed in the county;
 - ❖ The ability of the SCBE to dictate much higher levels of academic accountability (as compared to district approved charter schools) for each countywide charter school location;
 - ❖ The easier ability to finance and acquire facilities as a single countywide charter;
 - ❖ Local school districts' lack of expertise in closing the achievement gap and SCOE's greater expertise in this area;
 - ❖ Fortune's founding vision to have a system of schools in multiple school districts across the county to address a countywide problem would not be possible by individual district-sponsored charters;

- ❖ Requiring Fortune to first petition each district would nullify the purpose of the countywide charter statute.
- Based upon Petitioner’s intended goal and the data provided, SCBE could reasonably make the required finding under Education Code Section 47605.6(a)(1) that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

True to its commitment, Fortune School has provided a regional solution to a regional problem by increasing the availability of rigorous, college preparatory, public school programs to African American students throughout the county. During the term of its original charter petition (2011-2016), Fortune opened five schools in communities throughout Sacramento County, including South Sacramento, Oak Park, Elk Grove and South Natomas. In this way, Fortune met its commitment to opening one school per year in the first five years of the charter term. During the first renewal term (2016-2021) Fortune School met its commitment to open three additional schools-- a 9-12 Early College High School, a K-5 elementary school and a 6-8 middle school.

| School Name Location, Year Open | Grade Levels | 2020-2021 Enrollment |
|--|---------------------|---------------------------------|
| Fortune School South Sacramento, Opened 2011 | TK-5 | 303 |
| William Lee College Prep Oak Park, Opened 2012 | TK-5 | 286 |
| Alan Rowe College Prep Elk Grove, Opened 2013 | TK-5 | 312 |
| Ephraim Williams College Prep Middle School Oak Park, Opened 2014 | 6-8 | 180 |
| Hazel Mahone College Prep South Natomas, Opened 2015 | TK-7 | 394 |
| Rex and Margaret Fortune Early College High School Elk Grove, Opened 2017 | 9-12 | 185 |
| Fortune Middle School Elk Grove, Opened 2020 | 6-8 | 173 |
| Tecoy Porter College Prep Meadowview, Opened 2020 | TK-2 | 57* |
| Total | | 1890 |

* These numbers reflect enrollment as of Census Day, 2020. We have worked to increase enrollment at Tecoy Porter College Prep. There are 96 scholars enrolled as of February 4, 2021.

While the focus of Fortune School is to solve the persistent and pervasive underachievement of African American students in Sacramento County, Fortune School is open to all students. Fortune School serves a diverse student population. Student enrollment at Fortune School in the 2020-2021 school year was 62% African American, 24% Latino, and 7% Two or More Races (see table below). Fortune School does not discriminate against any students on any basis of the characteristics listed in Education Code Section 220, or any other protected class under federal, state or local law. Fortune School targets students and families living in Sacramento County, however, consistent with charter school law, enrollment is open to all students in the state.

2020-2021 Fortune School Enrollment by Ethnicity

| Ethnicity | Number (Percentage) |
|-----------------------------------|----------------------------|
| African American | 1,177 (62%) |
| Latino | 452 (24%) |
| Two or More Races not Hispanic | 138 (7%) |
| Asian | 25 (1%) |
| White | 27 (2%) |
| Pacific Islander | 14 (1%) |
| American Indian or Alaskan Native | 13 (1%) |
| Filipino | 14 (1%) |
| Not Reported | 30 (2%) |
| Total | 1890 |

Source: Fortune's student information system. Figures do not add up to 100% because numbers are rounded.

Percentage of African American Boys Attending Fortune School v. Sacramento County

| | Fortune School 2020-2021 | Sacramento County 2019-2020 |
|-----------------------|-------------------------------------|--|
| African American Boys | 565 (30%) | 13,992 (6%) |

Source: Fortune's student information system; California Department of Education Dataquest

2020-2021 Fortune School Free/Reduced Price Lunch, Special Education, English Learner Enrollment

| Economically Disadvantaged | Special Education | English Learners |
|---------------------------------------|------------------------------|-----------------------------|
| 1453 (77%) | 186 (10%) | 111 (6%) |

Source: California Department of Education Dataquest

Fortune School’s growth plan continues to be operating nine public charter schools at scale in Sacramento County. The configuration of these schools, however, has changed to meet the needs of Fortune School’s existing student population. Fortune School’s current growth plan is as follows:

- o 4 TK-5 campuses
- o 1 TK-8 campus
- o 3 Middle School campuses, grades 6-8
- o 1 High School campus, grades 9-12

Fortune School has one additional campus to open to reach its goal of nine schools. This new school will open during the term of this charter renewal. During the term of the renewal (2021-22 through 2025-26), Fortune School will open a middle school in Meadowview, based on demand. As such, Fortune School will grow from 8 schools in 2020-21 with 1,890 students to 9 schools in Sacramento County during the term of the charter renewal, adding an additional 740 seats for a total enrollment of 2,630 students. During the upcoming charter term, our sites will be:

School Site Enrollment by 2025-2026

| School | Grade Levels | Enrollment by 2025-26 School Year |
|---|---------------------|--|
| Fortune School | TK-5 | 310 |
| William Lee College Prep | TK-5 | 310 |
| Alan Rowe College Prep | TK-5 | 320 |
| Hazel Mahone College Prep | TK-8 | 450 |
| Ephraim Williams College Prep Middle School | 6-8 | 180 |
| Rex & Margaret Fortune Early College High School | 9-12 | 300 |
| Fortune Middle School | 6-8 | 180 |
| Tecoy Porter College Prep | TK-5 | 400 |
| New Middle School | 6-8 | 180 |
| Total Enrollment | TK-12 | 2,630 |

School Site Enrollment by Year

| School | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|--|--------------|--------------|--------------|--------------|--------------|
| Fortune School (TK-5) | 310 | 310 | 310 | 310 | 310 |
| William Lee College Prep (TK-5) | 310 | 310 | 310 | 310 | 310 |
| Alan Rowe College Prep (TK-5) | 310 | 310 | 310 | 320 | 320 |
| Hazel Mahone College Prep (TK-8) | 406 | 420 | 435 | 450 | 450 |
| Ephraim Williams College Prep Middle School (6-8) | 180 | 180 | 180 | 180 | 180 |
| Rex & Margaret Fortune Early College High School (9-12) | 235 | 278 | 305 | 300 | 300 |
| Fortune Middle School (6-8) | 180 | 180 | 180 | 180 | 180 |
| Tecoy Porter College Prep (TK-5) | 210 | 254 | 314 | 382 | 400 |
| New Middle School (6-8) | - | 60 | 120 | 180 | 180 |
| Total | 2,141 | 2,302 | 2,464 | 2,612 | 2,630 |

Curriculum and Instructional Design

As explained above, Fortune School believes in the Five Pillars. The Five Pillars are our education philosophy. Fortune School operates site-based programs with an instructional model based on a highly disciplined school culture and direct instruction leading to small group, differentiated instruction. Our approach is to implement standards-aligned instructional materials with fidelity. We follow the assessment and curriculum pacing calendar in the instructional materials. Since the implementation of Common Core State Standards (CCSS) our instructional model has evolved to emphasize more student-centered classrooms that are characterized by the use of ratio strategies, centers and blended learning using Chromebooks. We consider following our instructional materials in a disciplined fashion a part of our commitment to High Expectations (Pillar #1). Our overall goal is to prepare each of our scholars to be competitively eligible for a four-year college or university.

Fortune School will ensure that scholars demonstrate mastery of the state content standards, including but not limited to the Common Core State Standards for Math and ELA and the Next Generation Science Standards (NGSS) for California Public Schools, Kindergarten through Grade 12, English Language Development (ELD) Standards, History-Social Science Framework, and all other applicable standards. Fortune teachers clearly articulate and post the standards in each classroom and integrate the standards into all lesson plans and classroom activities.

As the California State Board of Education has shifted from the previous set of content standards to the Common Core State Standards, NGSS, new Frameworks, etc., Fortune School has been proactive in making the same shift. To do this, Fortune School:

- Adopted new curriculum materials and enhanced previous curriculum materials for our various grade level spans and subjects areas, including:
 - K-8 Math: Achievement First’s Navigator Math Lessons Curriculum.
 - MobyMax Math
 - TK-I ELA
 - TK: Benchmark Advance
 - K-I: EL Education - Language Arts
 - MobyMax ELA
 - K-I Science: Embedded in our K-I ELA Curriculum - EL Education - Language Arts
 - 2-4 ELA: Supplement Houghton Mifflin Harcourt Journeys Common Core with Curriculum Associates’ iReady Reading and Writing Curriculum
 - MobyMax ELA
 - 5-8 ELA/Humanities: Achievement First’s Navigator Literature Lessons
 - MobyMax ELA
 - 5 Science: Amplify Science
 - MobyMax Science
 - 6-8 Science: Lab-Aides Science
 - MobyMax Science
 - 9-12 ELA: Teacher created curriculum using a “Learn by Doing” model. Rex and Margaret Fortune Early College High School’s curriculum was developed with support from partner Cal Poly San Luis Obispo to prepare scholars for University level classes.
 - 9-12 Math: Teacher created curriculum using a “Learn by Doing” model. Rex and Margaret Fortune Early College High School’s curriculum was developed with support from partners Cal Poly San Luis Obispo and Consumes River College to prepare scholars for University level classes.
 - 9-12 Science: Teacher created curriculum using a “Learn by Doing” model. Rex and Margaret Fortune Early College High School’s curriculum was developed with support from partners Cal Poly San Luis Obispo and Consumes River College to prepare scholars for University level classes.
 - 9-12 History: Teacher created curriculum using a “Learn by Doing” model. Rex and Margaret Fortune Early College High School’s curriculum was developed with support from partner Cal Poly San Luis Obispo to prepare scholars for University level classes.
- Purchased Chromebooks for the implementation of blended learning and assessments.
- Provides ongoing outreach to parents to increase understanding of the CCSS and the Smarter Balanced Assessment Consortium (SBAC) Assessment of ELA and Math.
- Fortune School has also addressed the shift to the California Adopted Common Core State Standards by providing teachers with ongoing, intensive professional development and extended planning time to implement the use of the new curriculum, Chromebooks, and instructional strategies aligned to the Common Core State Standards. This training is highlighted by a partnership with Achievement First’s Navigator program for both ELA and Math, and includes weekly coaching for Master Teachers in both subjects by subject area specialists.

Table 1: Core Instructional Materials for K-12

| Subject | Curriculum |
|---|--|
| <p>English Language Arts/English Language Development/Humanities(Social Studies & History)</p> <p>K-1 Pacing Guides: Appendix 16, pages 1-9 2-4 Pacing Guides: Appendix 16, pages 21-25 5-8 Pacing Guides: Appendix 16, pages 25-46 9-12 Pacing Guides: Appendix 16, pages 46-85</p> | <p>Benchmark Advance - Ready To Advance Transitional Kindergarten Program - California Edition (TK) EL Education Language Arts Curriculum (K-1) Houghton Mifflin Harcourt Journeys - English Language Arts Curriculum (2-4) Curriculum Associates' iReady Reading & Writing (2-4) Achievement First Navigator Literature (5-8) MobyMax ELA (K-8) Teacher created curriculum using the "Learn By Doing" model developed with the support of Cal Poly San Luis Obispo (9-12)</p> |
| <p>Mathematics</p> <p>K-8 Pacing Guides: Appendix 17, pages 1-183 9-12 Pacing Guides: Appendix 17, pages 184-240</p> | <p>Achievement First Navigator Math Lessons (K-8) MobyMax Math (K-8) Teacher-created curriculum using the "Learn By Doing" model developed with the support of Cal Poly San Luis Obispo and Cosumnes River College (9-12).</p> |
| <p>Science</p> | <p>EL Education - Embedded in Language Arts Curriculum (TK-1) Foss Kits (2-4) Amplify Science (5) Lab-Aides (6-8) Teacher-created curriculum using the "Learn By Doing" model developed with the support of Cal Poly San Luis Obispo and Cosumnes River College (9-12).</p> |
| <p>Social Studies</p> | <p>Teacher created curriculum using the "Learn By Doing" model developed with the support of Cal Poly San Luis Obispo (9-12)</p> |

Early College High School

Fortune School has created a partnership with Cosumnes River College and Cal Poly San Luis Obispo and opened a STEAM focused Early College High School, starting with 9th grade in Fall 2017. Early College High Schools are innovative partnerships between charter or non-charter public secondary schools and a local community college, the CSU, or the UC that allow pupils to earn a high school diploma and up to two years of college credit in four years or less. Early College High Schools are small autonomous schools that blend high school and college into a coherent educational program. In Early College High Schools pupils begin taking college courses

as soon as they demonstrate readiness and the college credit earned may be applied toward completing an associate or bachelor's degree, transfer to a four-year university, or obtaining a skills certificate. (Education Code Section 11302)

Rex & Margaret Fortune Early College High School is focused on providing scholars with STEM education combined with Arts education (STEAM) in order to position graduates to provide innovation leadership to the Sacramento region essential to the new economy. The Early College High School model fully integrates high school, college and the world of work allowing scholars to earn a high school diploma and associate's degree while meeting the a-g requirements for transfer to the University of California and California State University.

The primary partnership to provide the Early College High School is between Fortune School and Cosumnes River College. Cal Poly San Luis Obispo's role in the partnership is to provide hands-on, STEM related extracurricular activities for Fortune School scholars. For example, Cal Poly San Luis Obispo has committed to provide 10 free slots for Fortune School students to participate in EPIC (Engineering Possibilities in College) through the campus' College of Engineering. The College of Engineering's mission is "to educate students for careers of service, leadership and distinction in engineering or other fields by using a Learn by Doing, hands-on approach." As one of the college's outreach programs, EPIC residential summer camps endeavors to extend this mission to grades 7-12.

The course scope and sequence for the Early College High School is below. Courses that include a catalog number will be taught by Cosumnes River College faculty. The remaining courses will be taught by Fortune's high school teachers. Fortune School will supplement the college coursework for Common Core State Standards alignment in subjects for which there are state assessments. In addition, Fortune School will provide scholars with academic support in college coursework. Support may include strategies such as blended learning, academic support seminars, and tutoring labs.

WASC Accreditation and Transferability of Courses

Rex & Margaret Fortune Early College School has received a-g approval from the College Board for courses in grades 9 through 11. College coursework from Cosumnes River College already meets a-g requirements. Rex & Margaret Fortune Early College High School has been accredited by the Western Association of Schools and Colleges (WASC) for grades 9 through 11. The 2020-2021 school year was the first year Rex & Margaret Fortune Early College School had 12th grade scholars as part of its student body. WASC conducted a substantive change site visit on October 8, 2020 in order to add the 12th grade level. Rex & Margaret Fortune Early College High School received official notice on February 10, 2021 that 12th grade has been approved. As a result of WASC's approval, grade 12 courses will be submitted to College Board for a-g approval.

Courses offered by Fortune School that are WASC accredited may be considered to be transferable to other public high schools. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered

as meeting college entrance requirements. Rex & Margaret Fortune Early College High School shall inform all parents through the Student/Parent Handbook regarding the transferability of courses to other public high schools and course eligibility to meet college entrance requirements.

GRADUATION REQUIREMENTS

In order to earn a high school diploma from Rex and Margaret Fortune Early College High School, scholars must:

1. Earn 230 credits.
2. Complete all coursework in the subject areas listed below with a passing grade of C or better.

| SUBJECT | CREDITS | YEAR REQUIREMENT |
|--------------------------------------|----------------|-------------------------|
| English | 40 | Four (4) Years |
| Math (including Algebra requirement) | 30 | Three (3) Years |
| Physical Science | 10 | One (1) Year |
| Biological Science | 10 | One (1) Year |
| World History | 10 | One (1) Year |
| US History | 10 | One (1) Year |
| Economics | 5 | One (1) Semester |
| Government | 5 | One (1) Semester |
| Visual and Performing Arts | 10 | One (1) Year |
| Physical Education | 20 | Two (2) Years |
| Foreign Language | 30 | Three (3) Years |
| Electives | 50 | Available Each Year |
| Total for Graduation | 230 | |

All courses listed above meet a-g requirements for high school graduation. Completion of a semester course at a junior college with a C or better will equate to 10 HS units.

a-g High School Diploma Pathway (Begins with Algebra I)

- Completes the requirements for High School Diploma
- Satisfies a-g requirements
- Cal Poly Ready

| 9th Grade (70 Credits) | 1st Semester | 2nd Semester |
|-------------------------------|----------------------------------|--------------|
| English | English 9 | |
| Math | Algebra I | |
| Science | Physical Science | |
| Foreign Language | Spanish I | |
| VAPA | Intro to Music Appreciation/Band | |
| Electives | Writing 101 | |
| College Preparatory Electives | AVID 9 | |
| Support | Study Hall and P.A.S.S. | |
| 10th Grade (70 Credits) | 1st Semester | 2nd Semester |
| English | English 10 | |
| Math | Algebra 2 | |
| Science | Biology | |
| Social Science | World History | |
| Foreign Language | Spanish II | |
| College Preparatory Electives | AVID 10 | |
| Physical Education | PE I | |
| Support | Study Hall and P.A.S.S. | |
| 11th Grade (60 Credits) | 1st Semester | 2nd Semester |
| English | English 11 | |
| Math | Geometry | |
| Science | | |
| Social Sciences | US History | |
| Foreign Language | Spanish III | |
| College Preparatory Electives | AVID 11 | |
| PE | High School PE | |
| Support | Study Hall and P.A.S.S. | |
| 12th Grade (50 Credits) | 1st Semester | 2nd Semester |
| English | English 12 | |
| Math | Trigonometry/Pre-Calculus | |
| Science | | |
| Foreign Language | Spanish IV | |
| Social Science | Economics | Government |
| College Preparatory Electives | AVID 12 | |
| Support | Study Hall and P.A.S.S. | |

Data Driven Instruction

Fortune School teachers Focus on Results (Pillar #4) by using data to drive instruction. Principals and Master Teachers conduct Weekly Data Meetings with teachers for each class they teach. During a weekly data meeting, teachers identify the standard taught, develop exemplars of what mastery of the standard looks like, and identify trends in both mastery and gaps in student learning by focusing on scholar work. Once gaps have been identified, teachers and principals develop re-teaching plans to ensure scholars get multiple “at-bats” to reach mastery.

Fortune School also uses Interim Assessments to identify scholar achievement levels, which allows it to identify scholars who need:

- Additional time and re-teaching in small groups during intersession.
- Enrichment during Performance Task Saturdays.

Instructional Time & Academic Schedule

Teaching and learning at a Fortune School is a choice that faculty, students, staff and parents make voluntarily. It requires an extraordinary commitment of time, patience and hard work. That’s why we emphasize that Choice and Commitment (Pillar #2) is the mindset required to succeed in the Fortune Model. For example, Fortune scholars have a longer school day and a longer school year, giving them More Time (Pillar #3) to master academic content. We have a modified-year round schedule in which scholars attend school in three trimesters. In between trimesters, Fortune School holds an Intersession program for students who are not yet learning at grade level in ELA and Math. During Intersession, scholars work in small groups with their teachers to master standards that they have missed. See **Appendix 2** for the bell schedule and **Appendix 3** for the academic calendar.

School Culture

More Time (Pillar #3) also applies to instructional time that Fortune teachers devote to teaching our scholars the school culture. Teachers spend the first ten days of school teaching school culture, which covers expectations for student behavior as well as the routines and procedures a Fortune School scholar is expected to know. Teachers revisit these expectations after every break when students return to school. We call this practice Setting the Tone for Learning and it is a fundamental part of the Fortune Model. Teachers participate in professional development to learn how to Set the Tone for Learning. We monitor teacher effectiveness in this area using an observation instrument. Our approach is to teach scholars everything and assume nothing. For example, we teach scholars how to walk in the hallways using a procedure called HALL; how to sit-up, listen and ask questions through a procedure called SLANT and how to use hand signals to ask basic questions like “may I sharpen my pencil?”

Character Education

Citizenship is Pillar #5. We teach our scholars to be good citizens using Kohlberg’s Six Levels and Character Counts. Kohlberg was a moral philosopher and student of child development. He was director of Harvard’s Center for Moral Education. His special area of interest was the moral development of children--how they develop a sense of right, wrong and justice. Kohlberg observed that growing children advance through definite stages of moral development. His

observations and testing of children and adults led him to theorize that human beings progress consecutively, in stages.

Kohlberg's Six Stages of Moral Development

Level 1: We do the right thing because we don't want to get in trouble. Level 2: We do the right thing because there's a reward.

Level 3: We do the right thing because we want to impress someone.

Level 4: We do the right thing because we want to follow the rules and keep the peace.

Level 5: We do the right thing because we care about the rights and feelings of others.

Level 6: We do the right thing because it's who we are.

Kohlberg's Six Stages of Moral Development are posted in all Fortune School classrooms and are taught in-depth during culture building in the first ten days of school and after scholars return from each trimester break. Teachers and principals make ongoing reference to Kohlberg's with scholars throughout the program to foster scholars' moral development.

Character Counts is an educational framework for teaching values represented in Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Fortune School teachers instruct scholars on the Six Pillars of Character giving recognition to scholars who exemplify the character traits.

Finally, Fortune School has adopted *Second Step*, a character education curriculum that includes daily morning meetings that are designed to teach scholars strategies for emotional intelligence and expectations.

Positive Behavior Management

Student behavior is monitored and supported in various ways including:

- The use of "Least Invasive Interventions" and "Progressive Discipline" to ensure that scholar behavior is supported by all adults including administrators, teachers, behavior techs and office staff.
- Classroom Dojo - classroom management platform for teachers where each student has an avatar that gains and loses points according to their behavior in class and in the hallways; makes reports to parents in real time through an app.
- Certified behavior analysts/specialists implement student behavior expectations published in Fortune School's Student/Parent Handbook and provide social skills classes and individual behavior plans for students who need extra support.
- Campus Monitors who are trained through the El Dorado County Charter School Special Education Local Plan Area (SELPA) on positive behavior management and Nonviolent Crisis Prevention Intervention supervise Fortune School scholars at lunch, recess, physical education and in the hallways.

Community Service

In addition, scholars are expected to participate in a class community service project each trimester. Participation in the class community service project is a requirement for Honor Roll along with academic expectations. This focus on a school-wide culture of High Expectations (Pillar #1) and Citizenship (Pillar #5) is a distinguishing feature of Fortune School campuses.

Teaching Methods & Instructional Strategies

Fortune School gives students opportunities to learn academic and life skills from teachers, parents, classmates, and caring community members. The instructional strategies employed at Fortune School are described below. These strategies apply to all students, including English Learners and students with special needs. Following the description of Fortune School's instructional strategies, we provide a chart explaining how Fortune School uses Response to Instruction and Intervention to ensure that every student receives developmentally appropriate, individual instruction that leads to standards mastery.

Ratio

Ratio is the collection of teaching techniques that ensures students are doing as much of the “heavy lifting” as possible—thinking, talking, writing and analyzing—as soon as they are ready. The idea is to increase the ratio of student talk to teacher talk, a key strategy under Common Core State Standards. Ratio includes techniques such as Turn & Talk, Everybody Writes, Cold Call and Call & Response. Fortune School uses Doug Lemov's explanation of ratio in *Teach Like a Champion 2.0 (2014)* in its teacher professional development.

Differentiated Instruction

All too often, teachers “teach to the middle”, meaning instruction is geared toward the mid-range of academic levels in the classroom. This severely hampers students who are struggling and those who are excelling. In order to maximize the learning opportunities and achievement for all students, Fortune School will utilize a variety of differentiated instructional strategies. Specifically, instruction at Fortune School will be delivered through a variety of modalities (auditory, visual, multi-media, “hands-on”) and flexible grouping strategies (whole class, cooperative groups, project-based learning). In addition, all teachers will collect, analyze and reflect upon student achievement data on a weekly basis to guide instruction and ensure that all students' needs are being met.

Learning Centers

A learning center is a self-contained section of the classroom in which students engage in independent and self-directed learning activities. Centers give teachers the opportunity to focus on specific areas of study. Fortune School teachers use centers as a strategy in English/Language Arts and math to differentiate instruction for students. Students work independently at centers, allowing the teacher to work one-on-one or in small groups with students who need individual attention.

Blended Learning

Blended Learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. Fortune School teachers incorporate blended learning into their centers using a rotation model. Fortune School provides students with Chromebooks at a 1:1 ratio. Fortune School teachers use online learning programs in centers to allow for an individualized, self-paced, student learning experience using:

- Online content from our adopted Common Core State Standards-aligned instructional materials for ELA and math (iReady Reading & Writing, MobyMax: ELA, Math, Social Studies and Science);
- Reading Eggs: engaging online program that offers a variety of teaching resources and student activities for pre-K through 6th grade language arts and math.

Extended Day and Year

Fortune School serves a population of students who often come to school far below grade level and without the foundational academic skills necessary to thrive in an environment of high standards. A core principle of Fortune School is “More Time”, understanding that students will often need this time in order to efficiently reach grade level proficiency. Fortune School has a modified year-round academic calendar (**Appendix 3**), which has been shown to be more conducive to students’ retention of academic information and skills. Students who are not making progress towards grade level standards attend Intersession programs in the Fall, Spring and Summer. In addition, students have a longer school day with a built-in study hall at the end of the day to receive assistance on their homework from their classroom teacher. See the bell schedule in **Appendix 2**.

Field Lessons

Field lessons are an important opportunity for students to receive direct experiences beyond the text and classroom discussions. Field lessons are always an extension of standards-based classroom learning. Field lessons provide a rich, in-depth experience with the outside world that cannot be provided by just classroom activities. Certain field lessons are a common part of the Fortune School experience for a scholar:

- Each scholar in grades K-12 visits a 4-year university annually.
- 5th grade scholars at Fortune School take a field lesson to the Cal Poly San Luis Obispo Learn by Doing Science Lab to focus on science standards that their classroom teachers identify as a priority.
- 6th grade scholars attend a field lesson to the Sly Park Environmental Education Center which provides up to a week-long outdoor science learning experience.
- 8th grade scholars attend a week-long field lesson to Washington, DC. This trip takes place outside of the academic schedule, and is voluntary.

Advisory Groups: Business Breakfast, Freshman through Senior Seminars

Beginning in middle school, Fortune School scholars are assigned to a homeroom advisory teacher. They meet every morning for what Fortune School calls a “Business Breakfast.” Each advisory is named after a college or university. Advisory teachers are advocates for their scholars and the primary contact for parents. When Fortune School scholars reach the high

school level, they will have a daily Morning Meeting as a social and emotional check-in. In addition, high school scholars will attend a Freshman, Sophomore, Junior and Senior Seminar for the purpose of academic advising and team building.

Plan for how the charter will identify and respond to the needs of pupils who are:

- Not achieving at or above expected levels
- Achieving substantially above or below grade level expectations

Through Fortune School's Response to Instruction and Intervention (RTI²) program, teachers use data from formative and summative assessments to assign students to tiers in which students receive targeted, individualized, instruction. Below are descriptions of the tiers and the supports Fortune School provides. It is important to note that these tiers are fluid and the intent is that students move at least one, if not two, tiers above their current classification over the course of the year.

Definitions of Terms used in RTI2 Chart

Response to Intervention and Instruction - A multi-tiered approach to the early identification of and support of all students' learning needs.

Tier Descriptors²

Exceeded Standard - The student demonstrates advanced progress toward mastery of the knowledge and skills in mathematics/ELA and Literacy needed for likely success in future coursework.

Met Standard - The student demonstrates progress toward mastery of the knowledge and skills in mathematics/ELA and Literacy needed for likely success in future coursework.

Nearly Met Standard - The student may require further development to demonstrate the knowledge and skills in mathematics/ELA and literacy needed for likely success in future coursework.

Not Meeting Standard - The student needs substantial improvement to demonstrate the knowledge and skills in mathematics/ELA and Literacy needed for likely success in future coursework.

² These descriptors draw from the Smarter Balanced Assessment Consortium's (SBAC) Achievement Level Descriptors.

RTI² Chart

| Tier | Curriculum Support | Teacher Support |
|--|---|---|
| <p>Exceeded Standard (Advanced 90-100%) Tier I</p> | <ul style="list-style-type: none"> ● Modified (on-grade-level) Assignments to go deeper into a standard. ● Rigorous on-grade-level activities to promote critical thinking. ● Extended projects. ● Curriculum Resources for ELA/ELD in Journeys (K-5); Collections (6-8) <ul style="list-style-type: none"> -Advanced Readers -Research-Based Core Instruction -Built on Common Core State Standards -Includes Scaffolds for Reading Complex Text -Includes Differentiated Instruction ● Curriculum Resources in Go Math! <ul style="list-style-type: none"> -Advance Learners Activity -Enrich Book -Extend the Project -HMH Mega Math -iTools | <ul style="list-style-type: none"> ● Small group instruction and/ or independent study with like peers to extend learning in on-grade-level material. ● Targeted enrichment activities to enhance student strengths. ● Accelerated rate of introducing on-grade-level material. ● Potential work in the next grade level learning objectives. ● Greater flexibility and independence with teacher-provided material. |
| <p>Met Standard (Benchmark 80% and above) Tier I</p> | <ul style="list-style-type: none"> ● Core curriculum materials that maintain students learning on-grade-level objectives. ● Flexible assignments and activities that are both challenging and satisfying in students' grade level. ● Beginning independent practice. ● Curriculum Resources in Journeys for ELA/ELD (K-5); Collections (6-8) <ul style="list-style-type: none"> -On-Level Readers -Research-Based Core Instruction -Built on Common Core State Standards -Includes Scaffolds for Reading Complex Text -Includes Differentiated Instruction ● Curriculum Resources in Go Math! <ul style="list-style-type: none"> -Standards Practice Book -HMH Mega Math -iTools | <ul style="list-style-type: none"> ● Small group instruction with like peers to clarify concepts and skills early in order to maintain on-grade-level progress. ● Targeted on-grade-level activities to promote depth of knowledge. |

| | | |
|--|--|--|
| <p>Nearly Met Standard (Strategic 70-79%) Tier 2</p> | <ul style="list-style-type: none"> ● Embedded materials to support students up to one grade level below the student's current grade level. ● Flexible assignments and activities that are both challenging and sensitive to a student's academic gaps in their grade level. ● Leveled tests/assessments. ● Curriculum Resources in ELA/ELD -Research-Based Strategic Intervention <ul style="list-style-type: none"> -Extra Support for Common Core State Standards -Accessible Text to Build Student Independence -Leveled Readers for Struggling Readers <ul style="list-style-type: none"> ● Curriculum Resources in Go Math! <ul style="list-style-type: none"> -Strategic Intervention Guide -Intensive Intervention Guide -Personal Math Trainer | <ul style="list-style-type: none"> ● Small group instruction with like peers to review concepts and skills for on-grade-level material. ● Alternative teaching strategies that target specific learning styles to fill gaps in learning and to support students building on-grade-level skills and knowledge. ● Decelerated rate of introducing on-grade-level material. ● Academic Intersession with classroom teacher for small group instruction focused on key standards. |
| <p>Not Meeting Standard (Intensive 69% and below) Tier 3</p> | <ul style="list-style-type: none"> ● Embedded materials for students up to two grade levels below the student's current grade level. ● Flexible assignments and activities that are sensitive to a student's academic gaps in the current grade level prerequisites. ● Leveled tests/ assessments. ● Curriculum Resources in ELA/ELD in Journeys (K-5); Collections (6-8) <ul style="list-style-type: none"> -Reading Tool Kit Intensive intervention for students far below level -Intensive intervention begins at first grade ● Curriculum Resources in Go Math! <ul style="list-style-type: none"> -Strategic Intervention Guide -Intensive Intervention Guide -Personal Math Trainer | <ul style="list-style-type: none"> ● Small group instruction with an instructional aide to build foundational skills for on-grade-level material. ● Alternative teaching strategies that target specific learning styles to fill gaps in learning and to support students building on-grade-level skills and knowledge. ● Decelerated rate of introducing on-grade-level material. ● Referencing and instructing in previous years' grade level learning objectives. ● Academic Intersession for small group instruction focused on key standards with classroom teacher. |

Educator Professional Development

Providing teachers and school leaders with the ongoing professional development, coaching and planning time they need to be successful in implementing our instructional program to fidelity is a part of the Fortune Model. Fortune provides professional development through our Curriculum and Instruction Department as well as credential and master's degree programs through Fortune School of Education. A teacher in the Fortune School system can expect to:

- Participate in a Summer and Spring Symposium, all staff multiple-day conferences focused on Fortune School culture and system-wide initiatives;
- Receive professional development and coaching on their Common Core State Standards aligned instructional materials;
- Have daily and weekly planning time;
- Be assigned a Master Teacher to provide coaching and model lessons; and
- Have the opportunity to advance to school leadership through our School Leadership Program through Fortune School of Education.

Some Fortune School teachers learn the Fortune Model in depth by earning their teaching credential through Fortune School of Education and completing a teaching residency at a Fortune School. Fortune School provides a career path for educators by developing its principals internally through its School Leadership Program. The program leads to an Administrative Services Credential.

Plan for English Learners

Integrated ELD

All English Learners (EL) at Fortune School participate Fortune School's core curriculum following an Integrated ELD model. All EL Scholars are provided instruction following the CA ELD standards in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure scholars strengthen their ability to use English as they simultaneously learn content through English.

To do this, Fortune has adopted ELA curriculums that have materials that are explicitly designed for EL scholars, these include:

- *Benchmark Advance – Ready to Advance Transitional Kindergarten Program* for Transitional Kindergarten
- *EL Education Language Arts Curriculum* for Kindergarten and 1st Grade,
- *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* for grades 2nd – 4th
- *Achievement First Navigator Literature* and *Houghton Mifflin Collections Language Arts Curriculum* for Grades 5th – 8th.

Fortune School uses the materials embedded in these curriculums, as well as the strategies described in them not only in ELA classes, but also in other core curriculums to provide strategic support for EL scholars based on their needs. These materials are designed based on the Three Premises of the CA ELD Standards:

- Using English purposefully for describing, explaining, persuading, informing, justifying, negotiating, entertaining, etc.
- Interacting in meaningful ways: Collaborating with others, interpreting meaning, and producing meaningful messages.
- Understanding how English works: Structuring cohesive texts, expanding and enriching texts, and combining and condensing ideas.

For each grade level or grade level span, materials contained in the ELA curriculum are used to ensure scholars receive instruction that meets the standards of the three interrelated areas of learning English as an additional language. These include:

- Part I: “Interacting in Meaningful Ways” – standards that set expectations for EL scholars to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines. Scholars learn three communicative modes and develop and apply their knowledge and skills of the English Language:
 - Collaborative – Engagement and dialogue with others.
 - Interpretive – Comprehension and analysis of written and spoken texts.
 - Productive – Creation of oral presentations and written texts.
- Part II: “Learning About How English Works” – standards that focus on the ways in which ELs build awareness about English resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve EL scholars’ ability to comprehend and produce academic texts in various content areas. Standards are clustered to ensure scholars can: structure cohesive texts, expand and enrich ideas, and connect and condense ideas.
- Part III: “Using Foundational Literacy Skills” – Ensuring EL Scholars receive specialized instruction in the Reading Standards for Foundational Skills that is adapted to the scholar’s age, similarities and differences between the scholar’s primary language and English, scholar’s primary literacy proficiency, and the scholars oral and written proficiency in English.

Finally, Fortune School uses materials and strategies from the adopted ELA curricula to ensure EL scholars progress through stages of English Language Development:

- Native Language – EL scholars come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.
- Emerging – EL scholars at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding – EL scholars at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.
- Bridging – EL scholars at this level continue to learn and apply a range of advanced English language knowledge, skills and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.
- Lifelong Language Learners – Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

Fortune School’s integrated ELD program uses core curriculum materials, as well as the materials explicitly designed for EL scholars to ensure all lessons:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging.
- Are appropriately scaffolded in order to provide strategic support that moves learners towards independence.
- Develop both content knowledge and academic English.
- Value and build on primary language and culture and other forms of prior knowledge.

Designated ELD

All EL scholars at Fortune School also participate in a Designated ELD program during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogeneously or heterogeneously depending on the specific needs of scholars. EL scholars will have time specifically set aside during the day to focus strategically on language. During this time, teachers use materials from the adopted ELA curricula to follow the CA ELD Standards and develop discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas.

Grade Level Spans

Transitional Kindergarten – 1st Grade

All *Transitional Kindergarten* EL Scholars will participate in an Integrated ELD program using *Benchmark Advance – Ready to Advance Transitional Kindergarten Program* to ensure English language development occurs throughout the day and across the disciplines. This curriculum ensures that EL Scholars have instruction that focuses on meaning making, language development, effective expression through writing and presenting, content knowledge, and foundational skills including print concepts, phonological awareness, phonics and word recognition, and fluency with the following components:

- Short Reads that build context for Extended Reads.
- Differentiated Extended Reads that are chosen for scholars based on analysis of scholars' initial short reads, and supported by strategy and skill lessons leading to engagement with more challenging text as time goes on.
- Additional scaffolds and explicit language development to support English Learners' access to meaning making.
- Foundational Skills
 - Daily shared reading and writing modeling print concepts.
 - Daily, explicit, systematic phonological and phonemic awareness instruction. Includes intervention lessons for English Learners.
 - Daily, explicit, systematic phonics and high-frequency word instruction.
- Integrated English Language Development scaffolds are integrated into every core lesson at three levels: substantial, moderate, and light.

Transitional Kindergarten EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogeneously or heterogeneously depending on the needs of scholars using *Benchmark Advance – Ready to Advance Transitional Kindergarten Program* to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge with the following components:

- ELD instruction centers use shorter chunks pulled from the core complex text with enhanced visual support and targeted instruction to deconstruct essential sections of text to learn how English grammar and syntax work.

All *Kindergarten* EL Scholars will participate in an Integrated ELD program using *EL Language Arts Curriculum* to ensure English language development occurs throughout the day and across the disciplines. *EL Language Arts Curriculum* ensures that EL Scholars have instruction that focuses on meaning making, language development, vocabulary instruction, effective expression through writing, discussing, presenting, and using language conventions, content knowledge, and foundational skills including print concepts, phonological awareness, phonics and word recognition, and fluency during module lessons.

blocks:

- **Module Lessons:** Language Proficiency Standards, lesson highlights, and levels of support are provided at the beginning of each lesson in the Supporting English Language Learners Selection. Lesson-specific EL supports are also added to the Meeting Students' needs sections.

Kindergarten EL Scholars will also participate in a Designated ELD program that occurs during centers (Described as “Labs” in the curriculum) block in ELA. Fortune School’s model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the needs of scholars using *EL Language Arts Curriculum’s “Labs Block”* to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge:

- **Lab Blocks:** In primary grades, rich oral language and exploration of content through multiple modalities is a hallmark of the Labs. The lesson foci and activities allow EL Scholars to focus on practice, and play with language. Every Lab session also begins with “Storytime” (a read-aloud), which continues to expose EL Scholars to important content and complex text in English.

All *1st Grade* EL Scholars will be participate in an Integrated ELD program using *EL Language Arts Curriculum* to ensure English language development occurs throughout the day and across the disciplines. *EL Language Arts Curriculum* ensures that EL Scholars have instruction that focuses on meaning making, language development, vocabulary instruction, effective expression through writing, discussing, presenting, and using language conventions, content knowledge, and foundational skills including print concepts, phonological awareness, phonics and word recognition, and fluency during module lesson blocks:

- **Module Lessons:** Language Proficiency Standards, lesson highlights, and levels of support are provided at the beginning of each lesson in the Supporting English Language Learners Selection. Lesson-specific EL supports are also added to the Meeting Students' needs sections.

1st Grade EL Scholars will also participate in a Designated ELD program that occurs during centers (Described as “Labs” in the curriculum) block in ELA. Fortune School’s model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the needs of scholars using *EL Language Arts Curriculum’s “Labs Block”* to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge:

- **Lab Blocks:** In primary grades, rich oral language and exploration of content through multiple modalities is a hallmark of the Labs. The lesson foci and activities allow EL Scholars to focus on practice, and play with language. Every Lab session also begins with “Storytime” (a read-aloud), which continues to expose EL Scholars to important content and complex text in English.

See **Appendix 18** for EL Language Arts Curriculum’s full description of support for EL Scholars including scope and sequence and sample lesson plans.

Grades 2-3

All *2nd and 3rd Grade* EL Scholars will be participate in an Integrated ELD program using to ensure English language development occurs throughout the day and across the disciplines. *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* ensures that EL Scholars have instruction that focuses on meaning making and meaning making with complex text, language development including vocabulary instruction, reading aloud, teacher modeling and time for conversations, effective expression through

writing, discussing, presenting, and using language conventions, content knowledge including wide reading, engaging with informational texts, and engaging in research, and foundational skills including phonics and word recognition, and fluency. Fortune School's curriculum provides this through a "Close Reading Block" that includes:

- Fluent Read – Teacher read aloud that includes framing context and frontloaded vocabulary.
- Meaning Read – Scholars reread the text focusing on answering genre based thinking jobs and understanding the central meaning of the text. Genre based thinking jobs are:
 - Fiction – Who are the characters? What is the problem? What is the solution? What is the lesson learned?
 - Informational Text – What is this text mostly teaching me about this topic? What is the author's point of view?
 - Biography – Who is the important person? What are his/her key accomplishments? Why is this important?
 - Poetry – What is the literal meaning of the text? What is the deeper meaning of the text?
- Analytical Read & Discussion – Scholars read and re-read closely with an analytical lens. Scholars discuss their analysis focusing on Genre Based Thinking Jobs.
- Synthesis Read – Scholars discuss a question tied to the deepest meaning of the text. This question may connect to broader unit ideas.
- Write – Scholars independently write a response to the question posed as part of the synthesis step.

**The Close Reading Block is used across content areas including Science and Social Studies instruction.*

In addition to this, *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* provides the following resources as scaffolds for EL scholars in the Integrated ELD program:

- Language Support Cards: building background and vocabulary.
- ELL Building Background Video Hub: Videos to build background knowledge.
- Teachers' Edition Language Learners' questions used at Back Pocket Questions during the Meaning Read – Synthesis Read described above.

2nd and 3rd Grade EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogeneously or heterogeneously depending on the needs of scholars using *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* includes the following resources to be used during the Designated ELD program:

- Newcomer Audio Hub: Learn common phrases by listening and repeating.
- Content Readers for guiding reading groups including discussion questions and a strong emphasis on oral language development.
- Explicit review of Phonics and Grammar lessons.

Grades 4-5

All 4th Grade EL Scholars will participate in an Integrated ELD program using (include HMH Curriculum Resources Here) to ensure English language development occurs throughout the day and across the disciplines. (Include HMH resources here) ensures that EL Scholars have instruction that focuses on meaning making and meaning making with complex text, language development including vocabulary and grammatical instruction, effective expression through writing, discussing, presenting, and using language

conventions, content knowledge including wide reading, engaging with informational texts, and engaging in research, and foundational skills including phonics and word recognition, and fluency. Fortune School's curriculum provides this through the "Close Reading Block" that includes:

- Fluent Read – Teacher read aloud that includes framing context and frontloaded vocabulary.
- Meaning Read – Scholars reread the text focusing on answering genre based thinking jobs and understanding the central meaning of the text. Genre based thinking jobs are:
 - Fiction – Who are the characters? What is the problem? What is the solution? What is the lesson learned?
 - Informational Text – What is this text mostly teaching me about this topic? What is the author's point of view?
 - Biography – Who is the important person? What are his/her key accomplishments? Why is this important?
 - Poetry – What is the literal meaning of the text? What is the deeper meaning of the text?
- Analytical Read & Discussion – Scholars read and re-read closely with an analytical lens. Scholars discuss their analysis focusing on Genre Based Thinking Jobs.
- Synthesis Read – Scholars discuss a question tied to the deepest meaning of the text. This question may connect to broader unit ideas.
- Write – Scholars independently write a response to the question posed as part of the synthesis step.

**The Close Reading Block is used across content areas including Science and Social Studies instruction.*

In addition to this, *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* provides the following resources as scaffolds for EL scholars in the Integrated ELD program:

- Language Support Cards: building background and vocabulary.
- ELL Building Background Video Hub: Videos to build background knowledge.
- Teachers' Edition Language Learners' questions used at Back Pocket Questions during the Meaning Read – Synthesis Read described above.

4th Grade EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogeneously or heterogeneously depending on the needs of scholars using *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* includes the following resources to be used during the Designated ELD program:

- Newcomer Audio Hub: Learn common phrases by listening and repeating.
- Content Readers for guiding reading groups including discussion questions and a strong emphasis on oral language development.
- Explicit review of Phonics and Grammar lessons.

All 5th Grade EL Scholars will be participate in an Integrated ELD program using both *Houghton Mifflin Harcourt Collections Language Arts Curriculum* and *Achievement First Navigator Literature Curriculum* to ensure English language development occurs throughout the day and across the disciplines. Fortune School's ELA curriculums ensure that EL Scholars have instruction that focuses on meaning making and meaning making with complex text, language development including vocabulary instruction, reading aloud, teacher modeling and time for conversations, effective expression through writing, discussing, presenting, and using language conventions, content knowledge including wide reading, engaging with informational texts,

and engaging in research, and foundational skills including phonics and word recognition, and fluency. The “Close Reading Block” described in grades 2-4 is explicitly linked to the *Achievement First Navigator Curriculum* in grade 5, and includes the following steps:

- Fluent Read – Teacher read aloud that includes framing context and frontloaded vocabulary.
- Meaning Read – Scholars reread the text focusing on answering genre based thinking jobs and understanding the central meaning of the text. Genre based thinking jobs are:
 - Fiction – Who are the characters? What is the problem? What is the solution? What is the lesson learned?
 - Informational Text – What is this text mostly teaching me about this topic? What is the author’s point of view?
 - Biography – Who is the important person? What are his/her key accomplishments? Why is this important?
 - Poetry – What is the literal meaning of the text? What is the deeper meaning of the text?
- Analytical Read & Discussion – Scholars read and re-read closely with an analytical lens. Scholars discuss their analysis focusing on Genre Based Thinking Jobs.
- Synthesis Read – Scholars discuss a question tied to the deepest meaning of the text. This question may connect to broader unit ideas.
- Write – Scholars independently write a response to the question posed as part of the synthesis step.

**The Close Reading Block is used across content areas including Science and Social Studies instruction.*

In addition to this, *Houghton Mifflin Harcourt Collections Language Arts Curriculum*, provides the following support options, which is applied to the literature in the *Achievement First Navigator Literature Curriculum*:

- Extended context and vocabulary instruction during the Fluent Read.
- Extended focus on Genre Based Thinking Jobs (noted above) during the meaning read.

5th Grade EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School’s model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogeneously or heterogeneously depending on the needs of scholars using *Houghton Mifflin Harcourt Collections Language Arts Curriculum* to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. *Houghton Mifflin Harcourt Collections Language Arts Curriculum* provides a language workshop program, which has the following tools to be used during this time:

- Vocabulary cards with explanations and sample sentences.
- Model conversations showcasing collaborative skill.
- Printable and projectable graphic organizer for scholar use.

Grades 6-8

All 6th - 8th Grade EL Scholars will participate in an Integrated ELD program using both *Houghton Mifflin Harcourt Collections Language Arts Curriculum* and *Achievement First Navigator Literature Curriculum* to ensure English language development occurs throughout the day and across the disciplines. Fortune School’s ELA curriculums ensure that EL Scholars have instruction that focuses on meaning making and meaning making with complex text, language development including vocabulary instruction, grammatical understanding and syntax, effective expression through writing, discussing, presenting, and using language conventions, content knowledge including wide reading, engaging with informational texts, and engaging in research, and foundational skills including phonics and word recognition, and fluency. The “Close

Reading Block” described in grades 2-4 is explicitly linked to the *Achievement First Navigator Curriculum* in grades 6-8, and includes the following steps:

- Fluent Read – Teacher read aloud that includes framing context and frontloaded vocabulary.
- Meaning Read – Scholars reread the text focusing on answering genre based thinking jobs and understanding the central meaning of the text. Genre based thinking jobs are:
 - Fiction – Who are the characters? What is the problem? What is the solution? What is the lesson learned?
 - Informational Text – What is this text mostly teaching me about this topic? What is the author’s point of view?
 - Biography – Who is the important person? What are his/her key accomplishments? Why is this important?
 - Poetry – What is the literal meaning of the text? What is the deeper meaning of the text?
- Analytical Read & Discussion – Scholars read and re-read closely with an analytical lens. Scholars discuss their analysis focusing on Genre Based Thinking Jobs.
- Synthesis Read – Scholars discuss a question tied to the deepest meaning of the text. This question may connect to broader unit ideas.
- Write – Scholars independently write a response to the question posed as part of the synthesis step.

**The Close Reading Block is used across content areas including Science and Social Studies instruction.*

In addition to this, *Houghton Mifflin Harcourt Collections Language Arts Curriculum*, provides the following support options, which is applied to the literature in the *Achievement First Navigator Literature Curriculum*:

- Extended context and vocabulary instruction during the Fluent Read.
- Extended focus on Genre Based Thinking Jobs (noted above) during the meaning read.

6th-8th Grade EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School’s model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogeneously or heterogeneously depending on the needs of scholars using (include materials from HMH here) to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. *Houghton Mifflin Harcourt Collections Language Arts Curriculum* provides a language workshop program, which has the following tools to be used during this time:

- Vocabulary cards with explanations and sample sentences.
- Model conversations showcasing collaborative skill.
- Printable and projectable graphic organizer for scholar use.

Grades 9-12

All 9th – 12th Grade EL Scholars participate in an Integrated ELD program teacher created curriculum that is derived open source material and teacher experience to ensure English language development occurs throughout the day and across the disciplines. Rex & Margaret Fortune Early College High School’s ELA curriculums ensure that EL Scholars have instruction that focuses on meaning making and meaning making with complex text, language development including vocabulary and syntax instruction, effective expression through writing, discussing, presenting, and using language conventions, content knowledge including understanding disciplinary literacy, engaging with literature informational texts, research-based learning techniques (study skills), engaging in research, and planning for wide reading. Unit plans for ELA accomplish this by including a focus on:

- Developing essential questions leading to deeper understanding of text.

- Ensuring scholars understand enduring understanding for each reading or collection of reading.
- Using a variety of modalities including: Core Readings, Supporting Readings, and Multimedia Connections.

**These planning processes are used across content areas.*

In addition to this, teachers ensure EL Scholars are fully engaged with the curriculum through individual check in and small groups that include increased vocabulary and context support.

All 9th – 12th EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogeneously or heterogeneously depending on the needs of scholars using teacher created materials to ensure a specific focus on engaging in discussions on content they are learning in ELA and other core contents. This is an opportunity to develop the discourse practices, grammatical structures and vocabulary necessary for successful participation in academic tasks across the content areas. Finally, Rex & Margaret Fortune Early College High School has also adopted *Ingles Facil*, an open source curriculum, to support EL Scholars who are new to English.

Fortune School will comply with all applicable state and federal laws in regard to services and the education of English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Specifically, Fortune School will develop, implement and maintain policies and procedures for EL students in accordance with guidelines published by the Office for Civil Rights of the U.S. Department of Education, State and Federal Court decisions and policies, and California Education Code. These policies and procedures will:

- Ensure outreach to parents of English Learners, provide training and hold regular meetings to inform them how to be involved in the education of their children;
- Ensure all school notices and reports are translated into home languages;
- Inform parents of English Learners of the placement of their children in English language classrooms, Structured English Immersion classrooms, and notify them of their opportunity to apply for an exception waiver for their children to participate in an alternative program;
- Properly identify English Learners through the Home Language Survey;
- Assess their English language proficiency through the English Language Proficiency Assessments for California (ELPAC) and benchmark testing of English language proficiency;
- Allocate general funds for core instruction of English Learners, as well as categorical funds for services that supplement the core curriculum;
- Develop in compliance with state criteria and regulations, a program informed by a sound educational theory recognized by experts in the field or deemed a legitimate experimental strategy, and ensure that steps are taken to implement effectively the educational theory adopted by the Charter School;
- Examine the program for English Learners for indications that language barriers confronting students are actually being overcome, and modify the program, if needed;
- Place English Learners in classrooms that enable them to have equal access to the Charter School's educational program, and ensure they receive instruction in English Language Development and the core curriculum;
- Ensure that English Learners are taught by qualified staff, have sufficient curricular materials, and the facilities are in a clean and safe condition;

- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students;
- Ensure all teachers assigned to provide instruction to English Learners will have the appropriate authorization (Cross-Cultural, Language and Academic Development (CLAD), Bilingual, Cross-Cultural, Language and Academic Development (BCLAD), or equivalent).

Home Language Survey

The Data Team ensures that all scholars receive and return the Home Language Survey when they enroll at Fortune School. This survey is available in both English and Spanish, and it asks families to report the scholar's primary language.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (ELPAC). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards. The ELPAC consists of two separate assessments:

- **Initial Assessment (IA)**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (SA)**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test

during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

The Data Team manages the administration of the Initial ELPAC assessment. This test is administered within 30 days of enrolling to all scholars whose primary language is not English. Following state rules, Fortune classifies all scholars who score Level 3 (in the 450 to 600 scale score range) on the Initial ELPAC as Initially Fluent English Proficient (IFEP). Fortune classifies all scholars who score Levels 1 or 2 as English Learners.

Each spring, the Data Team administers the Summative ELPAC assessment to all English Learners. Following state rules, Fortune only reclassifies scholars who score Performance Level 4. Even if a scholar scores Level 4, they are not reclassified if a teacher or parent present evidence that the scholar has not sufficiently mastered the grade-level curriculum.

Reclassification of English Learners

Fortune School has developed a policy and procedures for English Learner (EL) reclassification based on the four criteria set forth in Education Code Section 313(d). The following reclassification guidelines will be used by Fortune School when evaluating a student's readiness for reclassification from English Learner to Fluent English proficient (RFEP).

- **Assessment of English Proficiency:** Review of ELPAC summative assessment. Students must score an Overall Performance Level (PL) of 4, demonstrating well developed language usage.
- **Comparison of Performance in Basic Skills:** Review of results of latest benchmark tests in English Language Arts.
- **Teacher Evaluation of Student Academic Performance:** Review of student's academic performance. Students must meet academic performance indicators established by Fortune School.
- **Parent or Guardian Opinion or Consultation:** Fortune School will provide notice to parents and guardians of their rights to participate in the reclassification process.

Reclassification: Fortune School will reclassify any student who meets the above criteria as fluent English proficient. Parents or guardians will be notified of their student's reclassification, and school records will be updated. Upon reclassification of any English Learner to RFEP, Fortune School will continue to monitor the student's progress for four years.

Process for Monitoring Specific Groups of Scholars

The Data Team manages the data monitoring process for specific student groups:

1. **Scholars who were reclassified within the past 4 years.** The goal is to ensure that:
 - a. The students have not been prematurely exited;
 - b. Any academic deficit they incurred as a result of participation in the EL program have been remedied; and
 - c. The students are meaningfully participating in the standard instructional program comparable to their never-EL peers.
2. **Scholars who are at risk of becoming Long Term English Learners (LTELs).** This includes any scholar who is:
 - a. An English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language

development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

3. **Scholars who are LTELs.** This includes any scholar who is:

- a. An English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Fortune School will monitor these groups of scholars through our assessments system, which includes at varying levels throughout grade levels:

- Weekly quizzes in all subject areas
- Interim Assessments
- NWEA Assessments
- SBAC

Reclassified scholars will be tracked in our student information system, and provided additional support in both Integrated ELD and Designated ELD programs as needed. Beginning in 2021-22, Fortune will create an English Learner Advisory Committee (ELAC). Parents of English Learners will elect the committee members. Parents of English Learners will compose a percent of the committee at least as high as the percent of Fortune scholars who are English Learners. The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

ELAC members will receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training will be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

Use of ELPAC for Placement, Program Offering, Professional Learning, and Goal Setting

The ELPAC will support the identification of EL Scholars, allowing Fortune School to ensure that all EL Scholars are served in both Integrated ELD environments and Designated ELD environments. EL Scholars will receive targeted opportunities for additional support in using English purposefully, interacting in meaningful ways, and understanding how English works in an integrated environment.

Additionally, Fortune School will use the ELPAC to identify small groups of scholars for Designated ELD, giving them more opportunities to focus strategically on language, including focused work on: developing discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. These small groups will also include time for goal setting and planning to ensure scholars meet their goals.

Finally, Fortune School will use the ELPAC to identify grade levels and classes that require additional support for teacher professional learning. While all teachers will receive significant training for ELD, teachers who have EL Scholars in their classrooms will receive additional support through our observation and feedback model, which includes identifying best practices and internalizing them through practice.

Fortune School Results with English Learners

2020-2021 Fortune School Free/Reduced Price Lunch, Special Education, English Learner Enrollment

| Economically Disadvantaged | Special Education | English Learners |
|----------------------------|-------------------|------------------|
| 1453 (77%) | 186 (10%) | 111 (6%) |

ELPAC Results

| | # Tested | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------|----------|-----------|-----------|-----------|-----------|
| 2017-18 | 88 | 7% | 16% | 32% | 45% |
| 2018-19 | 76 | 16% | 36% | 36% | 13% |

Redesignated Fluent English Proficient Rates

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5-Year Average | Growth 2016-17 to 2019-20 |
|----------------|---------|---------|---------|---------|---------|----------------|---------------------------|
| # Redesignated | 34 | 0 | 21 | 1 | 19 | 15 | +19 |
| % Redesignated | 47% | 0% | 21% | 1% | 19% | 18% | +19% |

Plan for Serving Students with Disabilities

Overview

As of the writing of this document, in the 2020-21 school year, Fortune School serves 186 students with special needs, representing 10% of the population. Below, please see a snapshot of our current Special Education population:

| SERVICE PROVIDED | NUMBER OF STUDENTS RECEIVING SERVICE | PERCENTAGE OF SPECIAL NEEDS STUDENTS RECEIVING SERVICE |
|----------------------------------|--------------------------------------|--|
| Language and Speech | 110 | 36% |
| Specialized Academic Instruction | 123 | 40% |
| Occupational Therapy | 28 | 9% |
| Behavior Intervention Services | 11 | 4% |
| Individual Counseling | 14 | 4.5% |
| Counseling and Guidance | 20 | 6.5% |
| Psychological Services | 1 | 0.3% |
| TOTAL | 307* | 100% |

*This number is higher than the number of students receiving special services, as some students receive more than one service.

Fortune School will continue to comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

Fortune School is its own local educational agency (“LEA”) and is a member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a).

Fortune School will continue to comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Fortune School is solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Fortune School will continue to be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Fortune School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Fortune School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA

Fortune School will continue to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Fortune School will continue to provide services for special education students enrolled in Fortune School. Fortune School will continue to follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Fortune School will continue to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at Fortune School are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Fortune verifies that all non-public agencies it contracts with have been certified by the California Department of Education. Charter School staff participate in SELPA in-service training relating to special education as appropriate.

Fortune School is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Fortune School will continue to ensure that all special education staff hired or contracted by Fortune School is qualified pursuant to SEPLA policies, as well as meet all legal requirements. Fortune School is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to charter school students, including,

without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Fortune School will continue to follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Fortune School will continue to adopt and implement policies relating to all special education issues and referrals as appropriate.

Identification and Referral

Fortune School is responsible for identifying, referring, and working cooperatively in locating charter school students who have or may have exceptional needs that qualify them to receive special education services. Fortune School will continue to implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

Fortune School will continue to follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Student Success Team (SST)

After Fortune School completes the child find procedures, a Student Success Team meeting will be convened. An SST will include, at a minimum, the parent/guardian, Charter School Principal, education specialist, general education teacher, and if/when necessary, a board-certified behavior analyst, school psychologist, or designated instructional service provider. The SST process will have three tiers.

In Tier 1, in addition to the SST meeting, the student will participate in Fortune's RTI Program, and receive 6 weeks of accommodations/modifications in accordance with student needs identified in the SST meeting.

In Tier 2, after the 6-week period from Tier 1 has elapsed, a follow-up SST meeting will be held for the student to see if the accommodations/modifications established in Tier 1 have been successful. At this time, accommodations/modifications may be changed. Tier 2 interventions will be implemented for 6 weeks.

Lastly, in Tier 3, after the 6-week period from Tier 2 has elapsed, a follow up SST meeting will be held for the student. If at this time the accommodations/modifications identified in Tiers 1 and 2 need to be enhanced or are insufficient to meet the needs of the student, the SST will discuss and implement an assessment plan to be signed by the parent/guardian for the student to be evaluated for Special Education Services (Individualized Education Program ("IEP") or a 504 plan).

The assessment process may be expedited based on the needs of individual students. Parent communication will be an ongoing process before, during, and after the SST/IEP process.

Behavior Intervention Plans

Fortune School provides a full inclusion program for students with special needs. Students with disabilities will be held to the same behavioral expectations as their general education peers. Students with disabilities who have an IEP may require behavioral accommodations/modifications.

If a student is identified to have behavioral concerns, a SST meeting will be convened. In this meeting, the parent/guardian will be provided with an assessment plan to sign. The assessment plan will consist of a Functional Behavioral Analysis completed by a Board Certified Behavior Analyst. The assessment may result in a Behavior Intervention Plan. If it is determined that the student qualifies for an IEP, and the behavior plan has not been effective after several attempts and modifications to the plan, an IEP meeting will be convened for the purpose of a manifestation determination in order to discuss appropriate placement to best meet the student's needs.

Any disciplinary action necessary for students with disabilities will be based on school-wide policy and procedures, including the suspension and expulsion policy and procedures, in accordance with all applicable federal and state laws and regulations.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Fortune School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Fortune School will continue to obtain parent/guardian consent to assess its students.

IEP Meetings

Fortune School will continue to arrange and notice the necessary IEP meetings. IEP team membership will continue to be in compliance with state and federal law. Fortune School is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or Fortune School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Fortune School representatives who are knowledgeable about the regular education program at Fortune School and/or about the student. Fortune School is responsible for arranging for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and will continue to document the IEP meeting and provide of notice of parental rights.

IEP Development

Fortune School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education are the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law. In the case of English Learners, all IEP goals and objectives will be linguistically appropriate. In the goals section of an English Learner student's IEP, the box for "linguistically appropriate" will be marked.

IEP Implementation

Fortune School is responsible for all school site implementation of the IEP. As part of this responsibility, Fortune School provides parents with timely reports on the student's progress as provided in the student's IEP, and at least as frequently as progress reports are provided for Fortune School's non-special education students. Fortune School provides all home-school coordination and information exchange. Fortune School is responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Fortune School from another school district outside of the SELPA with a current IEP within the same academic year, Fortune School will continue to conduct an IEP meeting within thirty (30) days. Prior to such meeting and pending agreement on a new IEP, Fortune School will continue to implement the existing IEP at Fortune School, to the extent practicable or as otherwise agreed with the parent/guardian.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a school district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Fortune School is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children have access to Fortune School and no student shall be denied admission nor counseled out of Fortune School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Fortune School has adopted policies for responding to parental concerns or complaints related to special education services. Fortune School will continue to receive any concerns raised by parents/guardians regarding related services and rights. Fortune School's designated representative will continue to investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Fortune School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Fortune School shall defend the case.

SELPA Representation

Fortune School will continue to represent itself at all SELPA meetings.

Funding

Fortune School understands that it will be subject to the allocation plan of the SELPA.

Educational Partner

The Sacramento Observer is a weekly newspaper with a circulation of 50,000 that has served Sacramento's African American community since 1962. Dr. William H. Lee, who passed away September 22, 2019, was the publisher of *The Sacramento Observer* and was responsible for the paper's growth and development making it an integral part of the local African American community. Before he passed, Dr. Lee said that having a school named for him, William Lee College Prep, was one of the crowning accomplishments of his life. The children of William Lee College Prep sang the school song, *Lift Every Voice* at his Celebration of Life at the St. Paul Missionary Baptist Church in Sacramento, California on October 1, 2019.

His son, Larry Lee is the publisher of *The Sacramento Observer*, and in keeping with the tradition of the black press, *The Sacramento Observer* both reports the news affecting African Americans and advocates for the welfare of the community.

Education has long been an emphasis of the paper, celebrating Black achievement and reporting on the achievement gap experienced by African Americans in public schools. As longtime advocates of public education, *The Sacramento Observer* has lent its full endorsement to this effort to create nine college preparatory charter schools to prepare African American students for promising and productive futures. The Observer continues to partner with Fortune School of Education to sponsor outreach efforts to inform parents about the opportunity to enroll their children in a high performing charter school system that promises to move African American student achievement from last to first in the county.

B. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increase in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school."

-California Education Code section 47605.6(b)(5)(B)

History of Meeting Academic Performance Goals

Under the term of the first charter from 2011-2016, Fortune School reached the state goal for schools of an 800 on the Academic Performance Index (API), having earned an 807 API in 2013, the last year for which state data on the API was available. The California Legislature suspended the API in 2014 as the state prepared to move to a new school accountability and assessment system--California Assessment of Student Performance and Progress (CAASPP). In the initial charter petition, Fortune School set a goal to reach an 800 API within 5 years. Fortune School exceeded that goal having maintained an API over 800 since its first year in operation. In 2013 Fortune School exceeded that goal not only school-wide, but also for its disadvantaged subgroups: African American, Latino, and English Learners.

Fortune School Academic Performance Index (API) Scores*

| | |
|------------------|-------------|
| | 2013 |
| LEA-wide | 807 |
| African American | 801 |
| Latino | 825 |
| English Learners | 837 |

Source: California Department of Education API Data Files: <https://www.cde.ca.gov/re/pr/api-datarecordlayouts.asp>

*2013 is the latest year for which an API is available. The California Legislature suspended the API in 2014 as the state prepared to move to a new school accountability and assessment system--California Assessment of Student Performance and Progress (CAASPP). Statewide CAASPP testing began in spring 2015.

During the first term of the charter (2011-2016), Fortune School met its academic performance goals. In addition, its African American students outperformed their peers in neighboring school districts and made progress towards closing the achievement gap between Black students at Fortune School and White students in some school districts in Sacramento County. Black students at Fortune exceeded the performance on the API of White students at Twin Rivers Unified School District and Robla Elementary School District, and nearly matched the performance of White students in San Juan Unified School District. Fortune School built on that success in the charter renewal term from 2016-2021.

Black Students at Fortune School Outperform Black Students in Neighboring Districts and the State on API

| Black API 2013 | | | | | | | | | |
|-----------------------|-------------|----------|----------|--------------|----------------|-------|-----------|---------|--------|
| Fortune | Twin Rivers | San Juan | Sac City | State | Folsom-Cordova | Robla | Elk Grove | Natomas | Center |
| 801 | 668 | 671 | 677 | 707 | 709 | 711 | 712 | 716 | 758 |

Fortune School Closes Black-White Achievement Gap with Some Districts, Nears Others

| Black API 2013 | White API 2013 | | | | | | | |
|-----------------------|-----------------------|-------|----------|--------|----------|-----------|---------|----------------|
| Fortune | Twin Rivers | Robla | San Juan | Center | Sac City | Elk Grove | Natomas | Folsom-Cordova |
| 801 | 764 | 793 | 808 | 814 | 831 | 831 | 859 | 860 |

Source: California Department of Education API Data Files: <https://www.cde.ca.gov/re/pr/api-datarecordlayouts.asp>

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to: Education Code Section 47607.2(b) (middle performing)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The Charter School fits into the middle performing tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

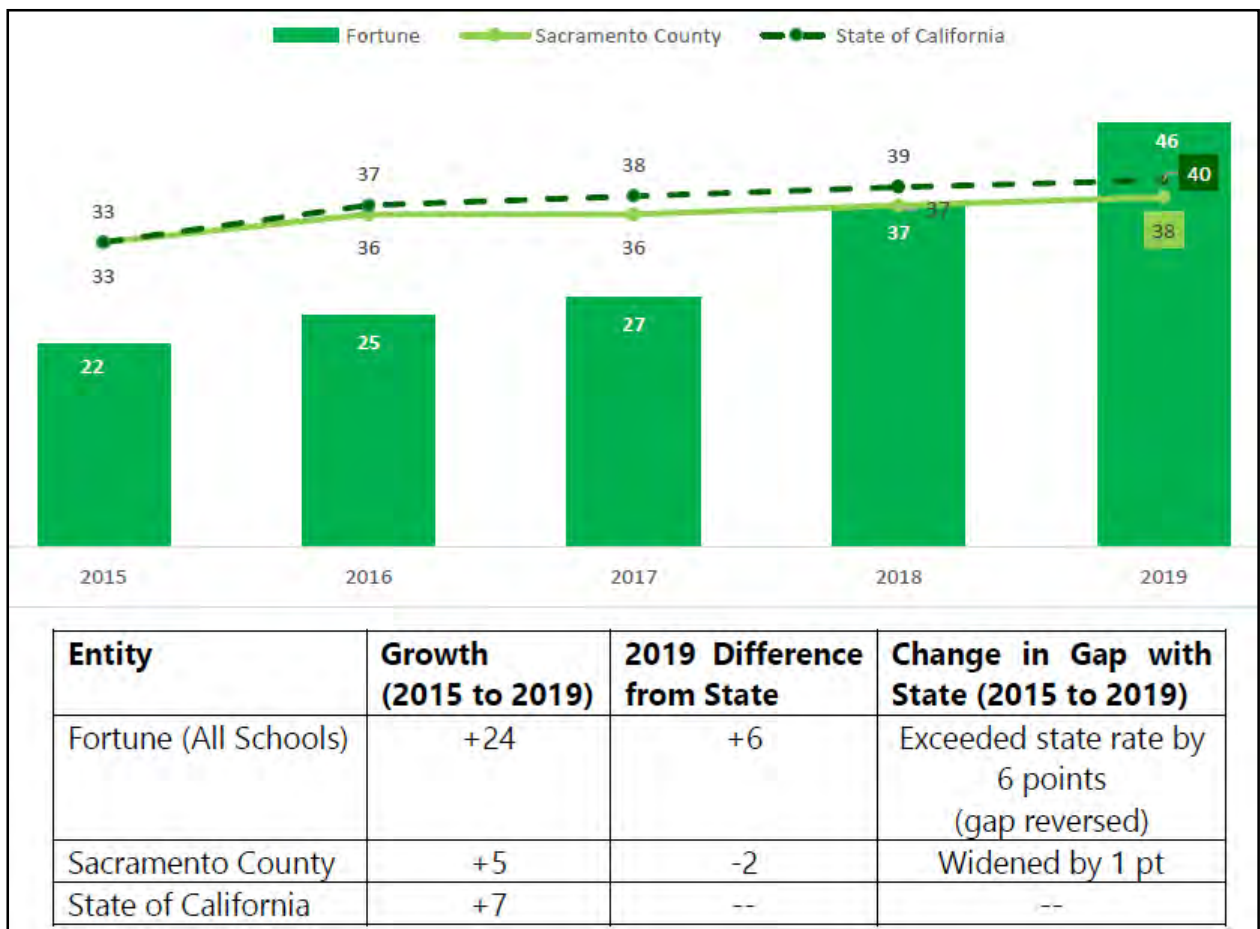
Summary Analysis: Fortune 2019 CAASPP Results

The following analysis is taken directly from the report created by the Sacramento County Office of Education entitled “Summary Analysis: Fortune 2019 CAASPP Results” (Oct 2019).

Mathematics

Overall:

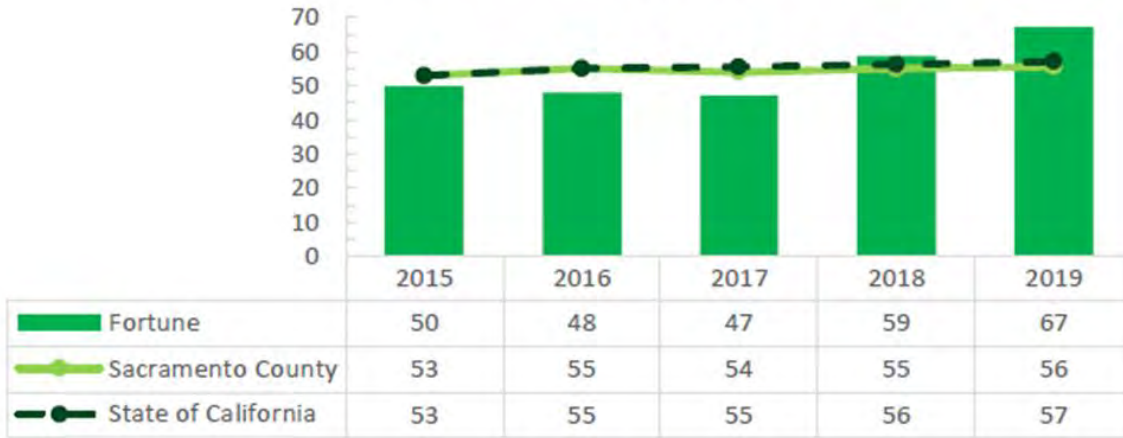
- Fortune students performed above county and statewide averages.
- The rate of improvement for Fortune students from 2015 to 2019 is more than three times that of students countywide and statewide. Fortune students improved 24 percentage points over the last four years compared to more moderate increases of 5 percentage points countywide and 7 percentage points statewide.



Claim

- The growth in performance is also seen on the mathematics claims. Fortune students performed better than the county and the state on the Concepts & Procedures and Problem Solving, Modeling and Data Analysis claims and similar on the Communicating Reasoning claim.
- There has been notable improvement in claim performance by Fortune School students since 2015. Fortune students improved in the Problem Solving, Modeling, & Data Analysis claim by 19 percentage points over the last four years when students countywide and statewide showed little change. Similar results are evident for the Communicating Reasoning claim.
- When comparing the performance of Fortune School students to those in feeder districts, Fortune School performs above all of the feeder districts on two claims: Concepts & Procedures and Problem Solving, Modeling and Data Analysis. On the third claim, Communicating Reasoning, Fortune students outperformed three of the four feeder districts.

Concepts & Procedures



Growth: Fortune, 17 pts County, 3 pts State, 4 pts

Problem Solving, Modeling & Data Analysis



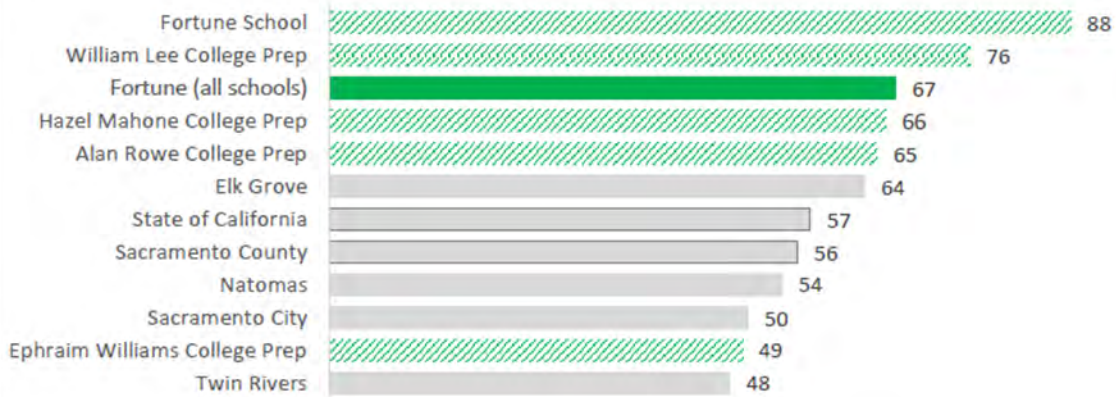
Growth: Fortune, 19 pts County, 1 pt State, 1 pt

Communicating Reasoning

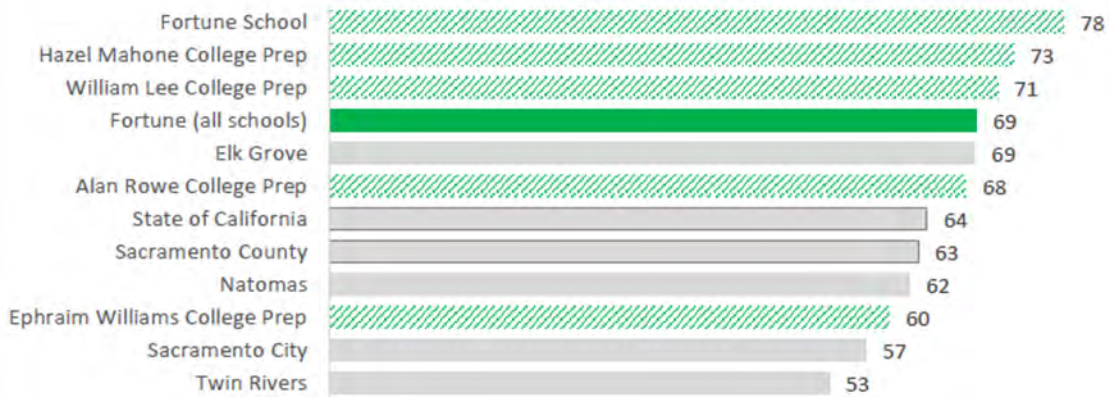


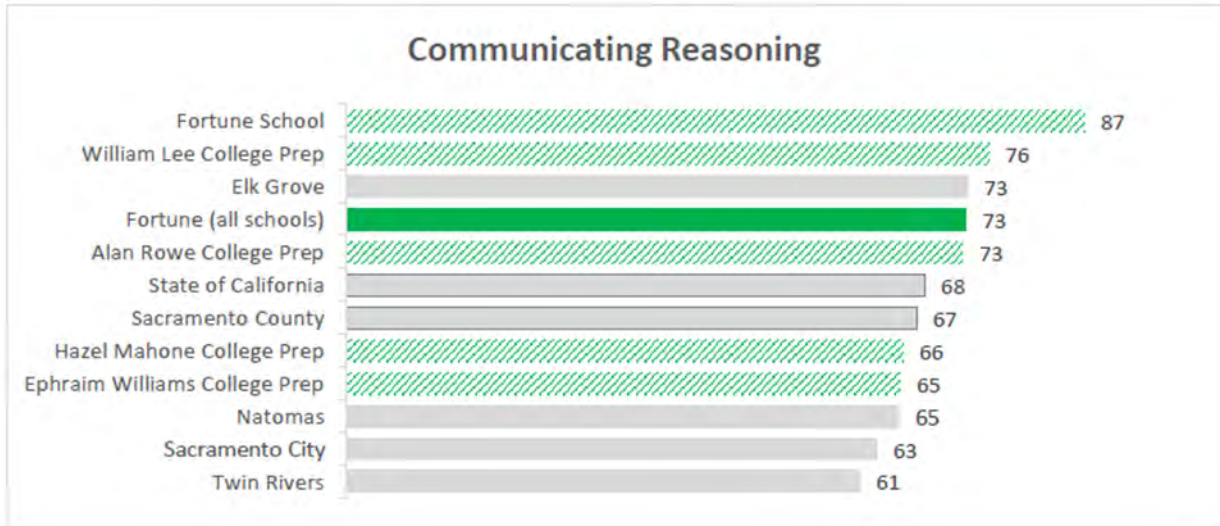
Growth: Fortune, 12 pts County, -1 pt State, 0 pts

Concepts & Procedures



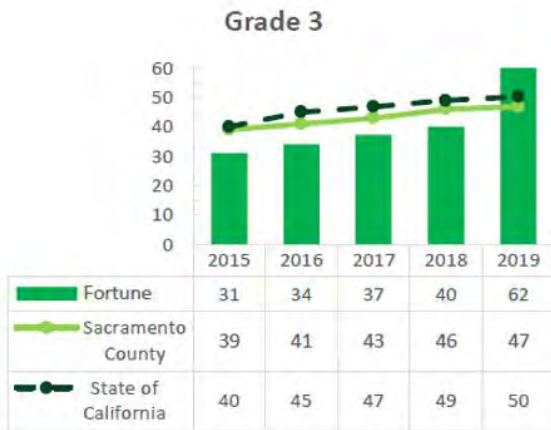
Problem Solving, Modeling & Data Analysis





Grade Levels

- The performance of Fortune School students was strongest in grade 3 where Fortune School students perform 15 percentage points above the countywide average (62% of Fortune School students are meeting or exceeding standards compared to 47% of students countywide). Grade 3 students improved 31 percentage points (from 31% to 62% meeting or exceeding standards) in the last five years.
- There has also been substantial improvement in the scores for grade 5 students, with improvement of 46 percentage points from 2015 to 2019. This improvement compares to an 8 percentage point improvement for grade 5 students statewide.

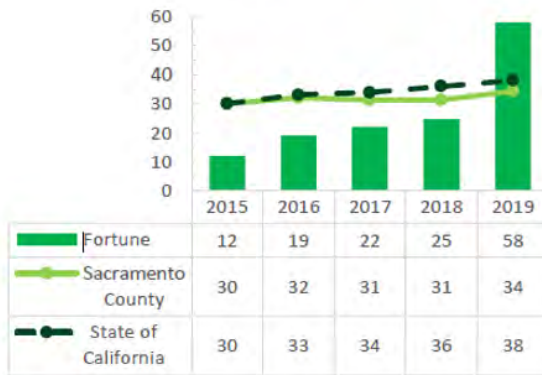


Growth: Fortune, 31 pts County, 8 pts State, 10 pts



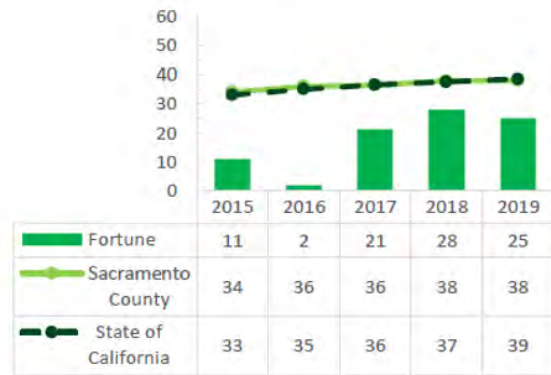
Growth: Fortune, 28 pts County, 9 pts State, 10 pts

Grade 5



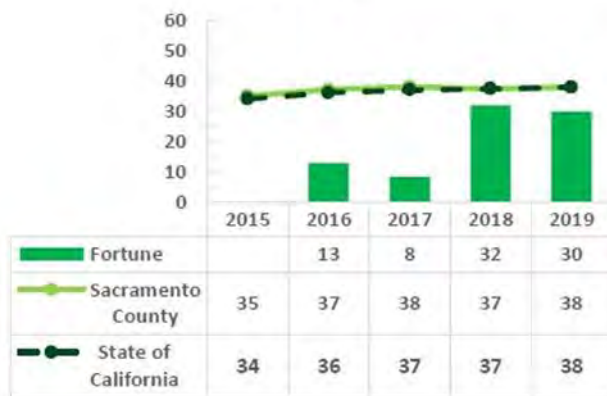
Growth: Fortune, 46 pts County, 4 pts State, 8 pts

Grade 6



Growth: Fortune, 14 pts County, 4 pts State, 6 pts

Grade 7



Growth (from 2016): Fortune, 17 pts County, 1 pt State, 4 pts

Grade 8

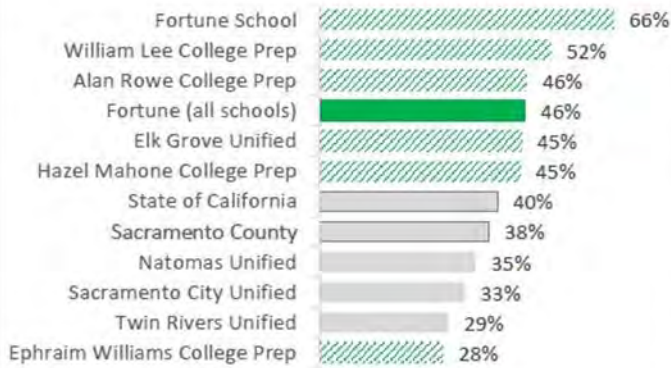


Growth (from 2017): Fortune, 17 pts County, -1 pt State: 1 pt

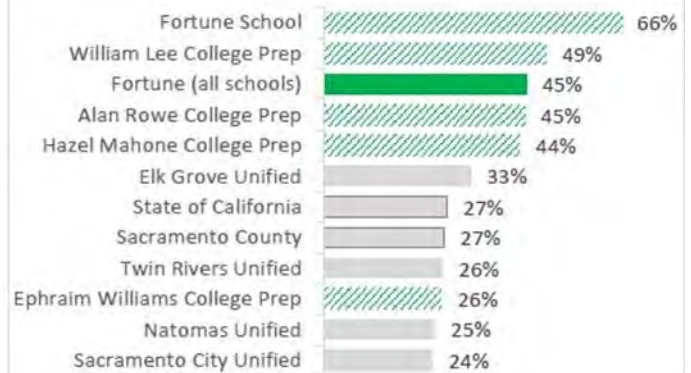
Student Group Performance

- Fortune School has shown improvement greater than the county and the state for students who are African American, Hispanic or Latino, low income, and English Learners. Fortune School students from these groups also performed at or above the county and state average.
- Thirty-nine percent of African American students at Fortune School met or exceeded standards compared to 18% in the county and 21% statewide. Similar results are shown for Hispanic or Latino students. Fifty-eight percent of Hispanic or Latino students at Fortune School met or exceeded standards compared to 27% in the county and 28% statewide.
- Performance for EL students has improved considerably over the last year. Thirty-nine percent of English Learners at Fortune School met or exceeded standards compared to 13% in the county and 13% statewide.
- Students with disabilities [have performance that] is above the county average and equal to the statewide average.

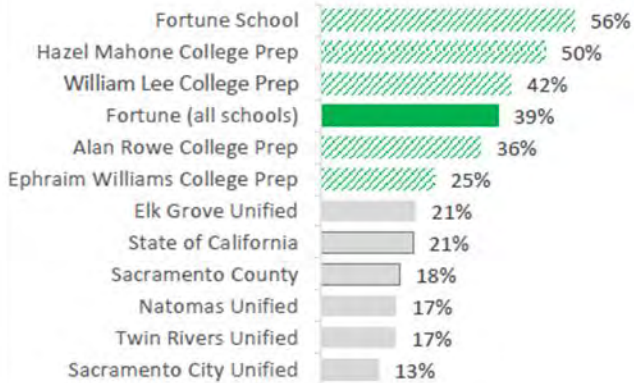
All Students



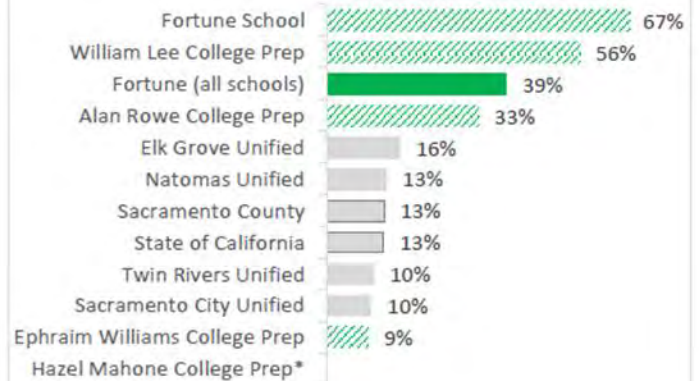
Economically Disadvantaged



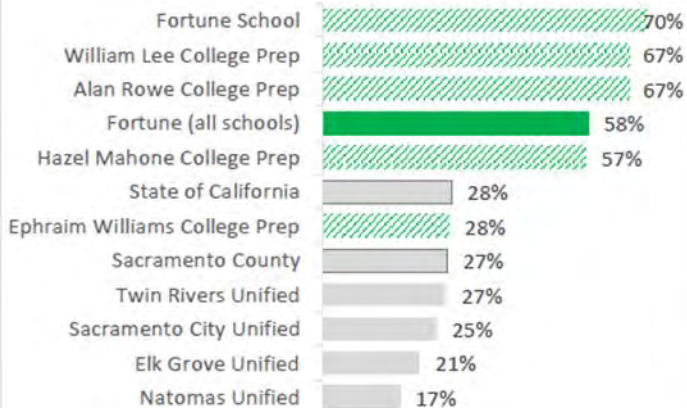
Black or African American



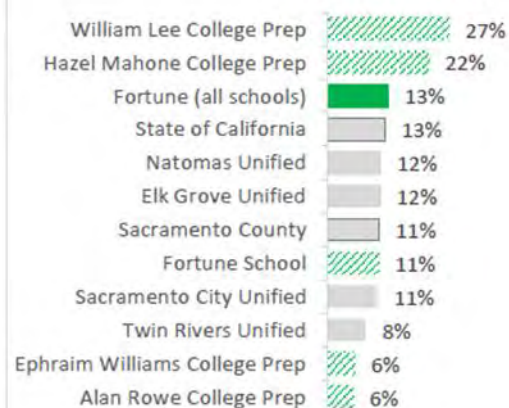
English Learners



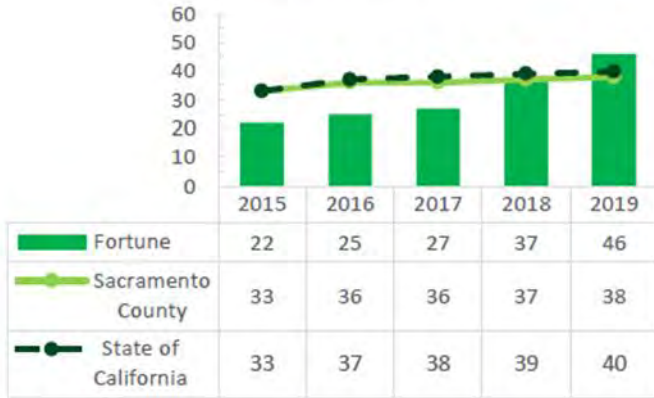
Hispanic



Students With Disabilities



All Students



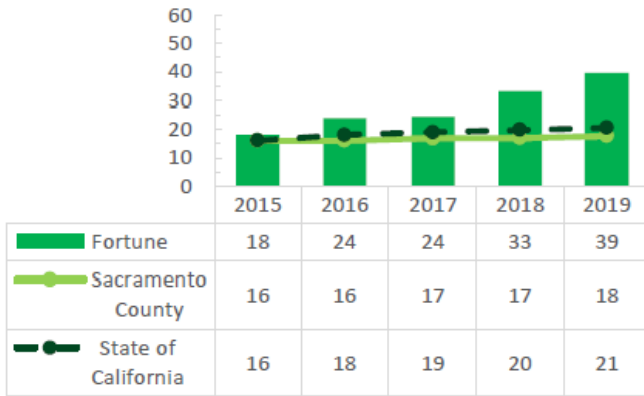
Growth: Fortune, 24 pts County, 5 pts State, 7 pts

Economically Disadvantaged



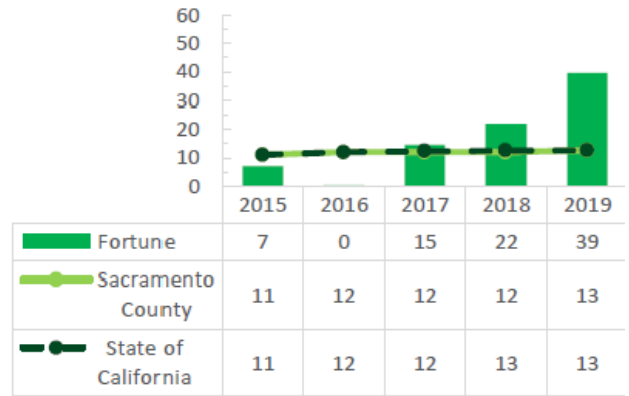
Growth: Fortune, 24 pts County, 4 pts State, 7 pts

Black or African American



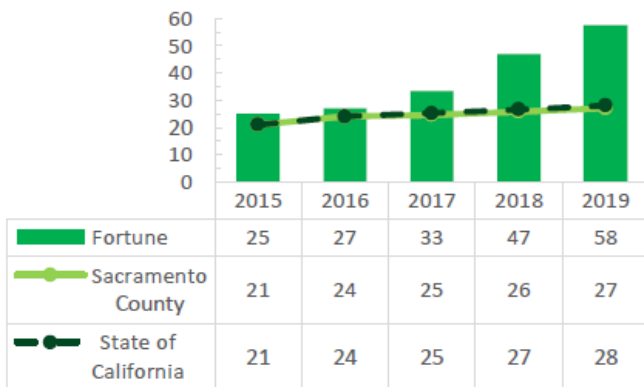
Growth: Fortune, 21 pts County, 2 pts State, 5 pts

English Learner



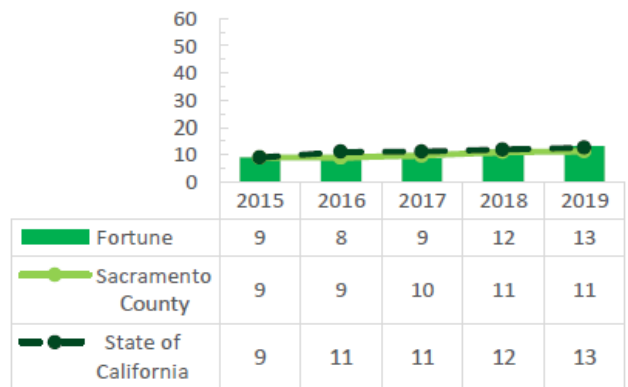
Growth: Fortune, 32 pts County, 2 pts State, 2 pts

Hispanic



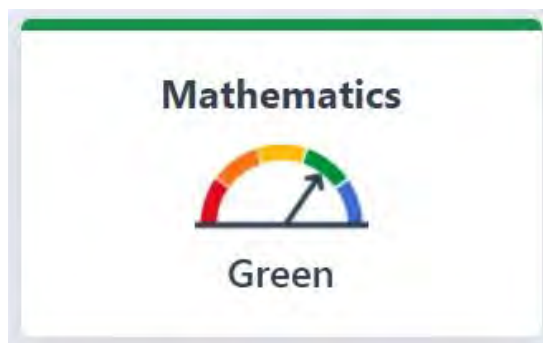
Growth: Fortune, 33 pts County, 6 pts State, 7 pts

Students With Disabilities



Growth: Fortune, 4 pts County, 2 pts State, 4 pts

Above we have provided detail from the Sacramento County Office of Education’s “Summary Analysis: Fortune 2019 CAASPP Results” about the performance of Fortune School students in Mathematics. According to the 2019 California School Dashboard, Fortune School is green in Mathematics--the long term goal for the state.

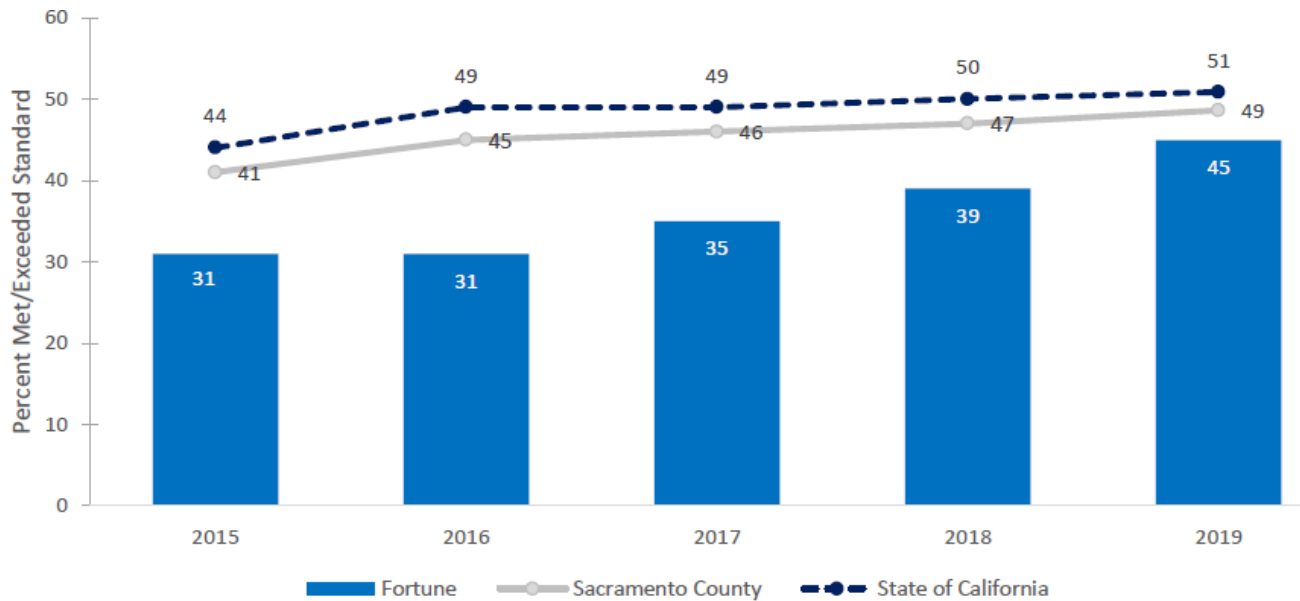


Summary Analysis: Fortune 2019 CAASPP Results

English Language Arts

Overall:

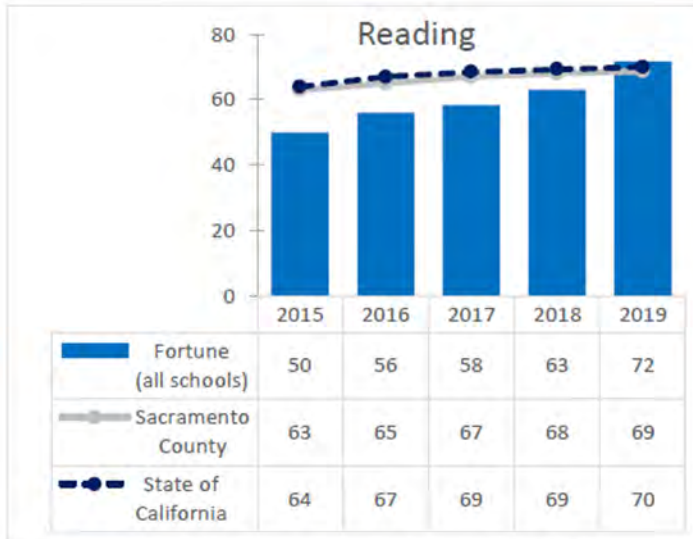
- The rate of improvement for Fortune School students in ELA over the past four years has doubled that of the state and nearly doubled that of the county (14 percentage point increase for Fortune School students compared to a 7 percentage point increase for the state and 8-point increase for the county).
- In 2019, the performance gap between Fortune School students and students in the county and state is less than half of what it was four years prior. In 2015, there was a 10 percentage point difference between the performance of Fortune School students and all students in the county; in 2019, that difference was 4 percentage points. Likewise, the 13-point difference between Fortune School students and students statewide in 2015 shrank to 6 percentage points in 2019.



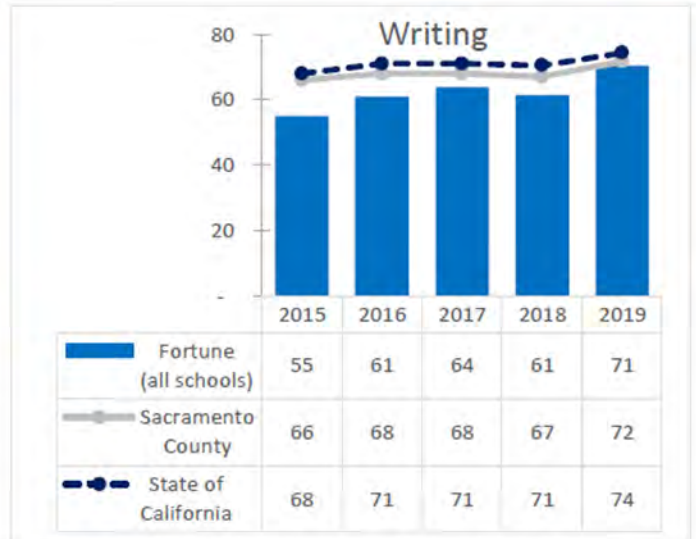
| Entity | Growth (2015 to 2019) | 2019 Difference from State | Change in Gap with State (2015 to 2019) |
|-----------------------|-----------------------|----------------------------|---|
| Fortune (All Schools) | +14 | -6 | Narrowed by 7 pts |
| Sacramento County | +8 | -4 | Narrowed by 1 pt |
| State of California | +7 | -- | -- |

Claim

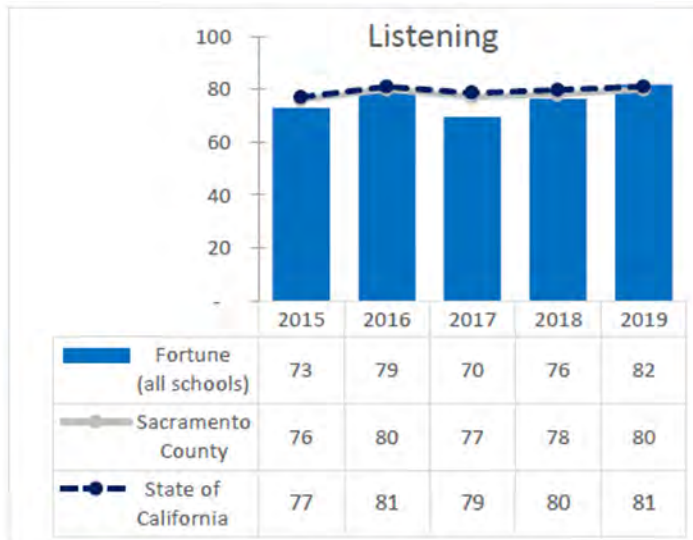
- Fortune School students perform about as well as students in the county and the state on all four ELA claims: reading, writing, listening, and research & inquiry.
- From 2015 to 2019, Fortune School students significantly improved their performance on all four ELA claims, outgaining their peers county- and statewide.
- **The most dramatic gains have been in the reading claim, where Fortune School students have improved 22 percentage points over the past five years, compared to gains of 6 percentage points for the county and the state. Fortune School has closed the achievement gap in this area, climbing from 13 percentage points below the county and 14 points below the state to exceeding the county by 3 points and the state by 2 points.**
- When looking at performance of Fortune School students compared to students in the four main feeder school districts – Elk Grove, Natomas, Sacramento City, and Twin Rivers – Fortune School students perform at higher levels than some and at lower levels than some, with performance varying by Fortune school site. **Students at the namesake Fortune School site outperformed all feeder districts, as well as the county and the state, in all four ELA claims.**



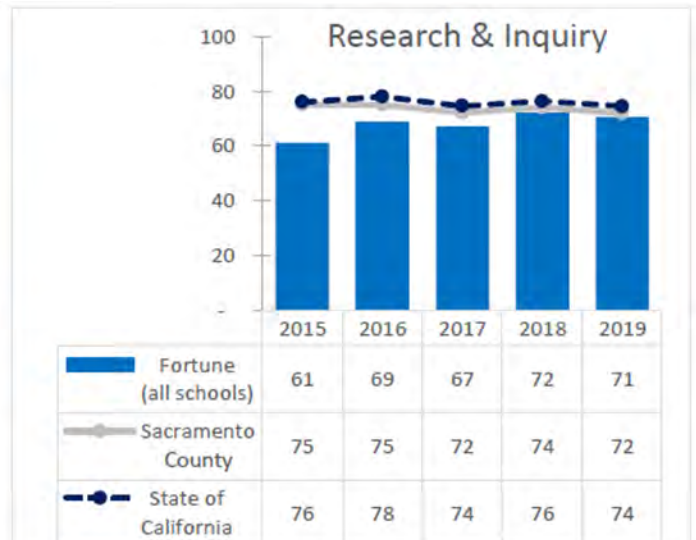
Growth: Fortune, 22 pts County, 6 pts State, 6 pts



Growth: Fortune, 16 pts County, 6 pts State, 6 pts

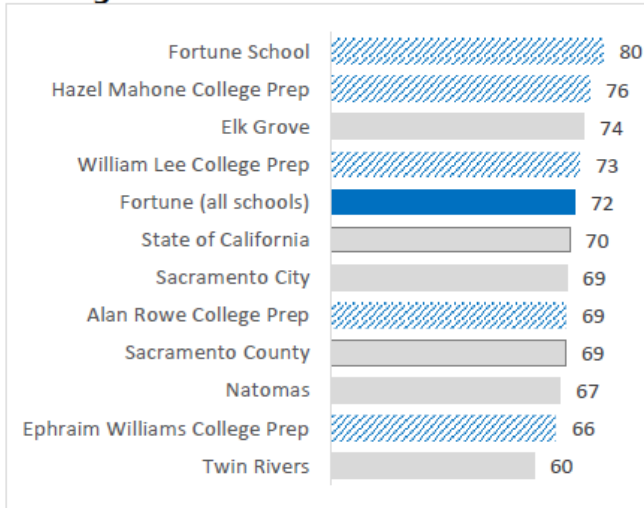


Growth: Fortune, 9 pts County, 4 pts State, 4 pts

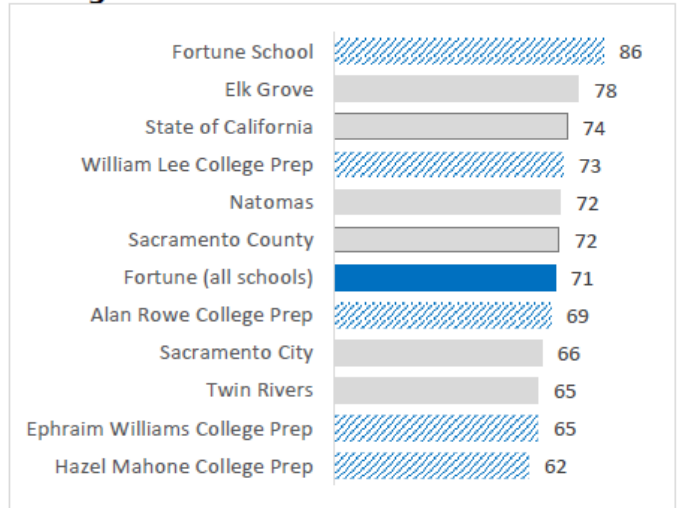


Growth: Fortune, 10 pts County, -3 pts State, -2 pts

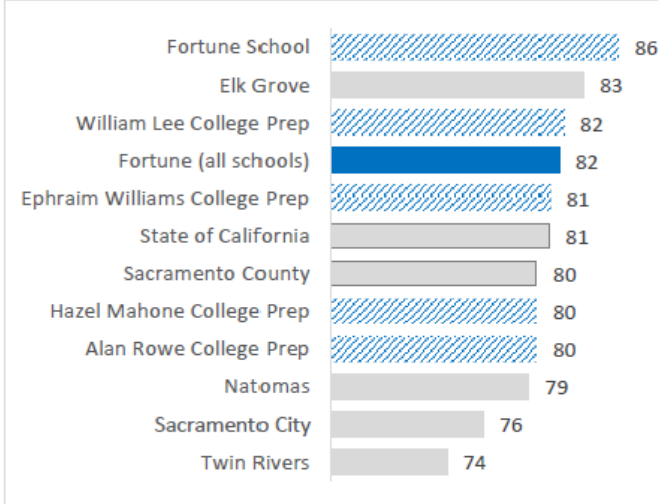
Reading



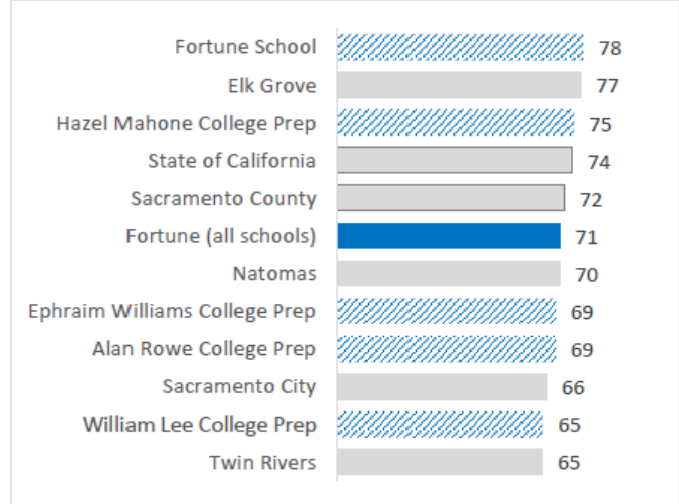
Writing



Listening

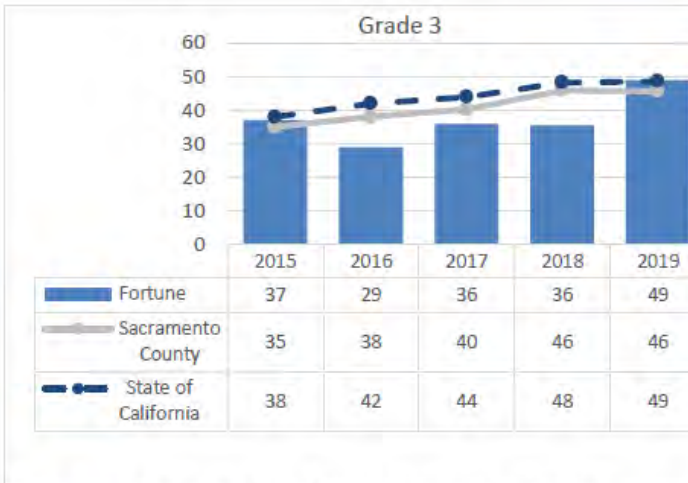


Research & Inquiry

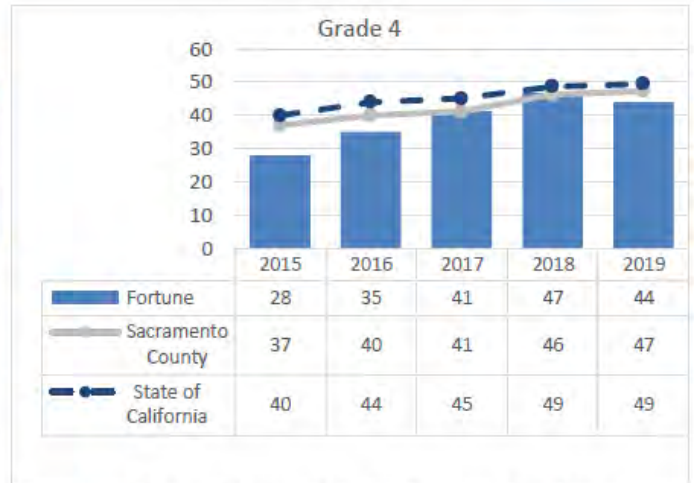


Grade Level

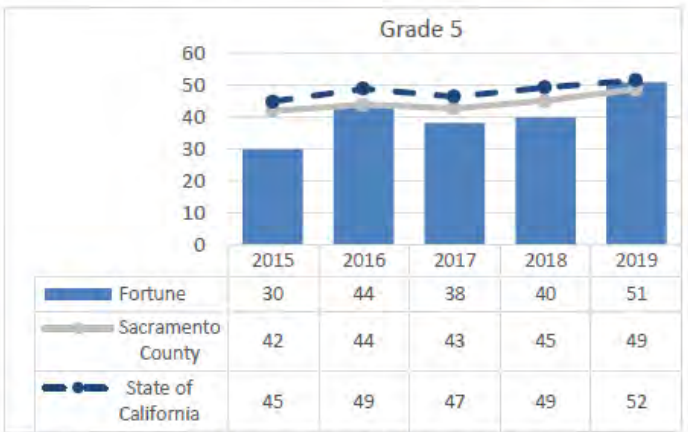
- The performance of Fortune School students is strongest in grade 5, grade 7, and grade 8, where Fortune School students perform at or above the countywide average. More than half of Fortune School students at these grade levels met or exceeded standards in ELA.
- Grade 7 has shown improvement over each of the last three years, increasing from 23% of students meeting or exceeding standards in 2016 to 51% in 2019.
- Grade 8 showed the greatest single-year gain. The grade level improved by 34 percentage points, from 22% of students meeting or exceeding standards in 2018 to 56% in 2019.
- Grade 3 rose 13 percentage points in 2019 to reach 49% of students at met or exceeded standards, which matched the performance at the state and exceeded the performance at the county.
- Grade 6 has had varied performance, dipping 5 percentage points in 2016, then rising 19 points over 2017 and 2018 before dipping 13 points in 2019, resulting in a net gain of 1 percentage point since 2015.



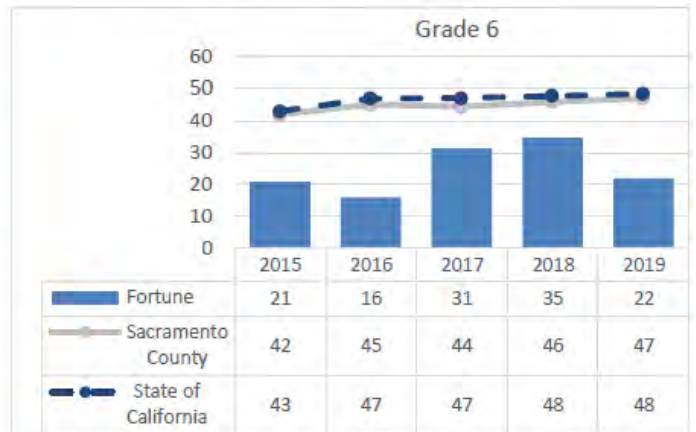
Growth: Fortune, 12 pts County, 11 pts State, 11 pts



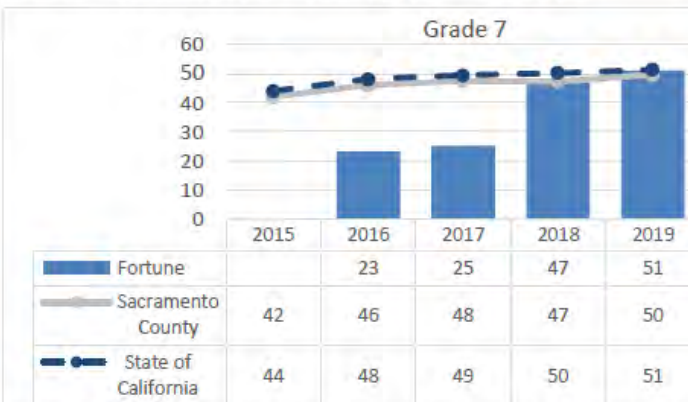
Growth: Fortune, 16 pts County, 10 pts State, 9 pts



Growth: Fortune, 21 pts County, 7 pts State, 7 pts



Growth: Fortune, 1 pt County, 5 pts State, 5 pts



Growth (from 2016): Fortune, 28 pts County, 4 pts State, 3 pts

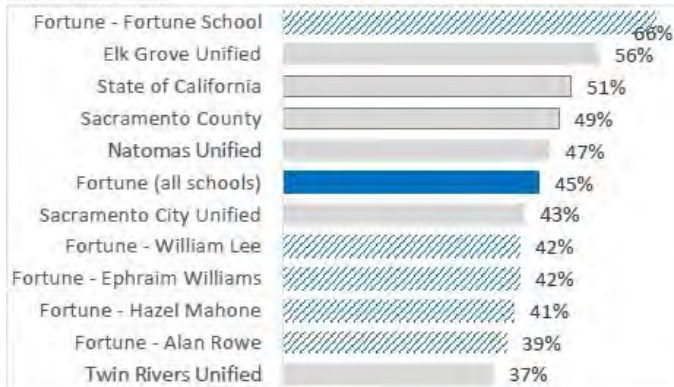


Growth (from 2017): Fortune, 30 pts County, -1 pt State, 0 pts

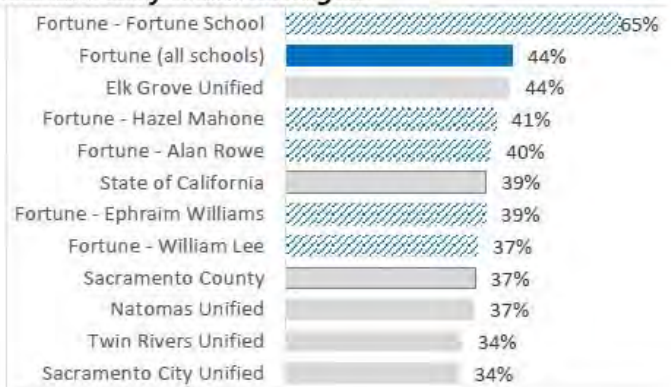
Student Group Performance

- Fortune School has shown improvement greater than the county and the state for most of its major student groups, including students who are African American, Hispanic, economically disadvantaged, and those with disabilities.
- African American and Hispanic students at Fortune School have outperformed their peers countywide for each of the past five years and have outperformed their peers statewide for the past three years. In 2019, 40% of African American students at Fortune met or exceeded standards, compared to 29% at the county and 33% at the state. Among Hispanic students, 53% at Fortune School met or exceeded standards, compared to 39% at the county and 41% at the state.
- African American students at four of the five Fortune schools also outperformed their peers at the county, state, and at four main feeder districts. At the namesake Fortune School, 62% of African American students met or exceeded standards; the closest performance at a feeder district was 34% meeting or exceeding standards at Elk Grove Unified.
- Hispanic students at all five of the Fortune schools outperformed their peers at the county, state, and three of the four main feeder districts. At the namesake Fortune School, 68% of Hispanic students met or exceeded standards; the closest performance at a feeder district was 44% meeting or exceeding standards at Elk Grove Unified.
- Performance for the relatively small population of EL students at Fortune School has varied considerably over the last five years; however, in 2019 this group improved from 13% met or exceeded standards to 21%, compared to the stagnant performance of ELs at the county (12%) and the state (13%).
- Economically disadvantaged students at Fortune School outperformed their peers at the county, the state, and most feeder districts. At Fortune School, 44% of economically disadvantaged students met or exceeded standards, compared to 37% at the county and 39% at the state.

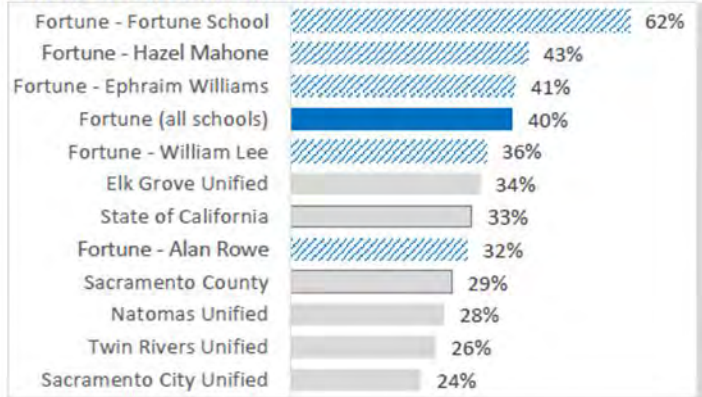
All Students



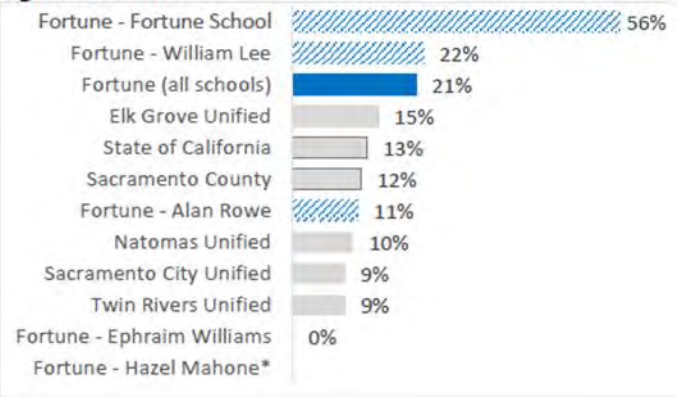
Economically Disadvantaged



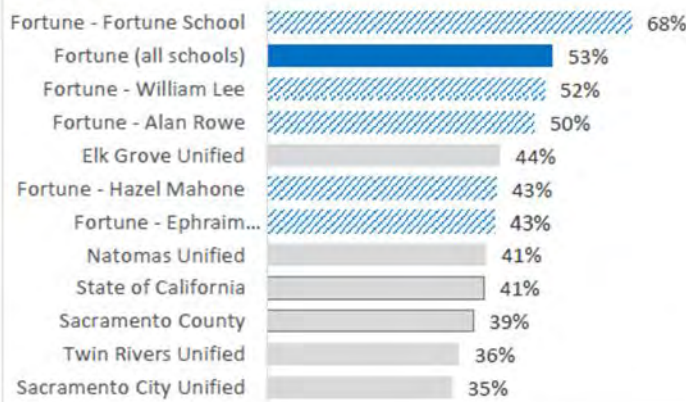
Black or African American



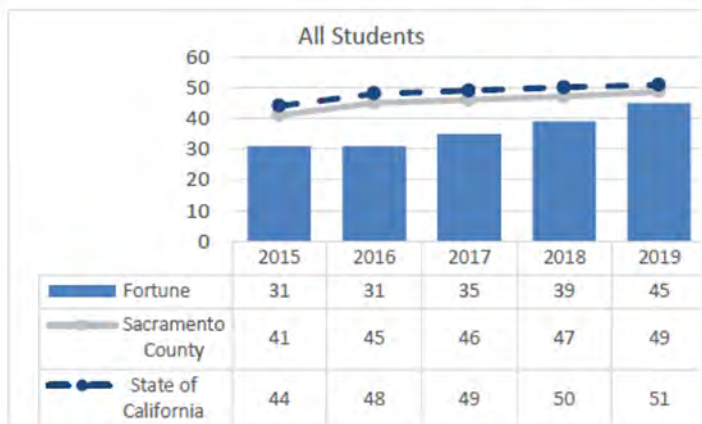
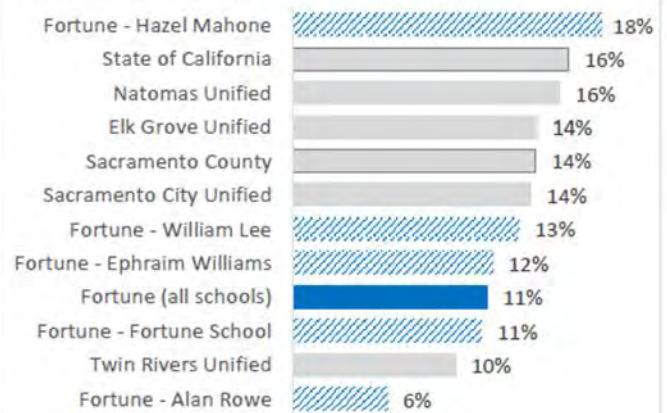
English Learner



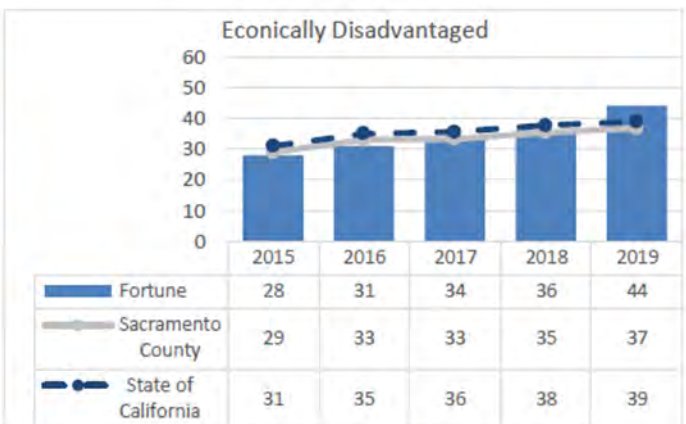
Hispanic



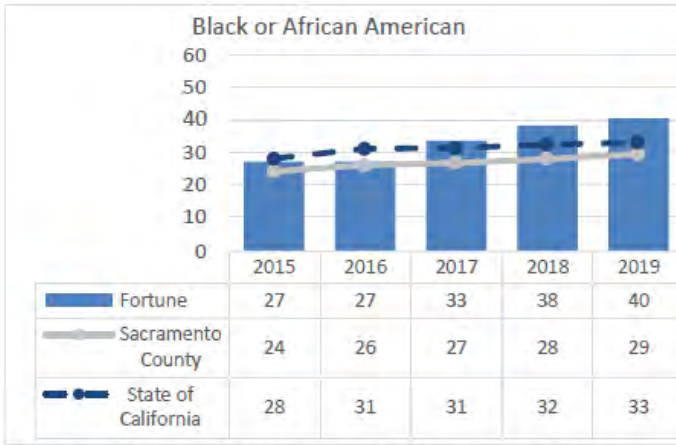
Students with Disabilities



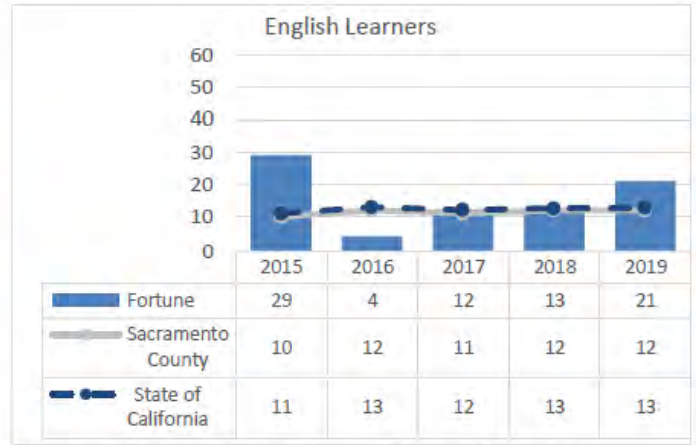
Growth: Fortune, 14 pts County, 8 pts State, 7 pts



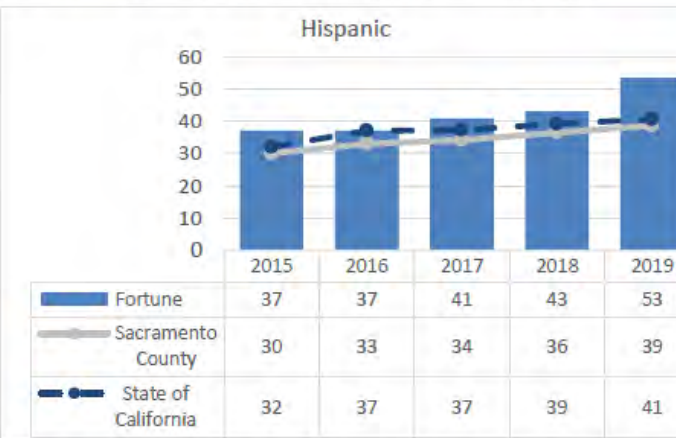
Growth: Fortune, 16 pts County, 8 pts State, 8 pts



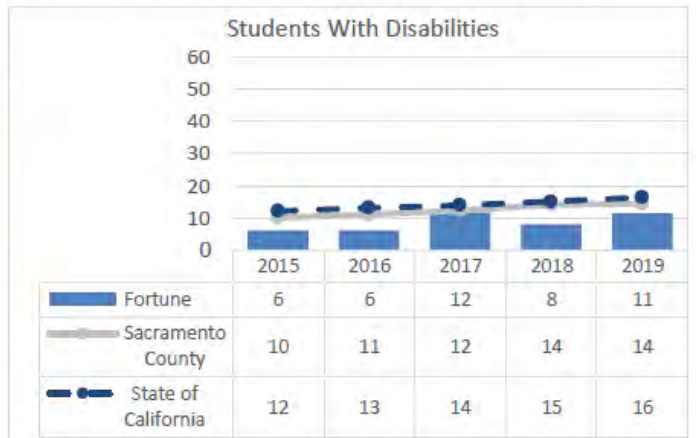
Growth: Fortune, 13 pts County, 5 pts State, 5 pts



Growth: Fortune, -8 pts County, 2 pts State, 2 pts



Growth: Fortune, 16 pts County, 9 pts State, 9 pts



Growth: Fortune, 5 pts County, 4 pts State, 4 pts

Above we have provided detail from the Sacramento County Office of Education’s “Summary Analysis: Fortune 2019 CAASPP Results” about the performance of Fortune School students in English Language Arts. According to the 2019 California School Dashboard, Fortune School is yellow in English Language Arts. **If Fortune School had scored 5.7 scale score points higher, it would have been green--the long term goal for the state. For comparison, Fortune grew by 19.5 scale score points from 2018 to 2019. If we had tested in spring 2020 and grown by just 5.7 scale score points, we would have achieved green. But state testing was suspended in 2020 due to Covid-19 school closures.**



Dashboard Performance

The following tables display the Charter School's schoolwide Dashboard state indicators and, for comparison purposes, the County's and the State's, for the 2018-19 school year.

| Academic Indicator ⁴ | 2019 Fortune School | 2019 State | 2019 County |
|---------------------------------|---------------------|------------|-------------|
| English Language Arts | Yellow | Green | Red |
| Mathematics | Green | Orange | Red |

Fortune School Dashboard State Indicators, Subgroup Scores in 2018-2019

| Academic Indicator | Student Group | 2019 Fortune School | 2019 State | 2019 County |
|-----------------------|----------------------------|---------------------|------------|---------------|
| English Language Arts | Hispanic | Green | Yellow | Red |
| | Socio-econ. Disadvantaged | Yellow | Yellow | Red |
| | English Learners | Yellow | Yellow | Not Available |
| | African American | Yellow | Yellow | Not Available |
| | Students with Disabilities | Orange | Orange | Not Available |
| Mathematics | Hispanic | Blue | Yellow | Red |
| | Socio-econ. Disadvantaged | Green | Yellow | Red |
| | English Learners | Green | Orange | Not Available |
| | African American | Yellow | Orange | Not Available |
| | Students with Disabilities | Orange | Orange | Not Available |

As demonstrated above, the Charter School performed better than the State and County on the Mathematics State Indicator and better than the County on the English Language Arts Indicator.

Looking at individual student groups, the Charter School performed as well as the State with Students with Disabilities on both English Language Arts and Mathematics. (The County Office of Education did not have enough Students with Disabilities to receive a color.) In Mathematics the Charter School performed better than the State and County in every other student group. In English Language Arts the Charter School performed better than the County and the same as or better than the State in every other student group.

Fortune School Dashboard Local Indicators: 2018-2019

| Local Indicator | 2018 Result | 2019 Result |
|---|--------------|--------------|
| Basics: Teachers, Instructional Materials, Facilities | Standard Met | Standard Met |
| Implementation of Academic Standards | Standard Met | Standard Met |
| Parent and Family Engagement | Standard Met | Standard Met |
| Local Climate Survey | Standard Met | Standard Met |
| Access to a Broad Course of Study | Standard Met | Standard Met |

As demonstrated above, the Charter School met standards for all local indicators in 2018 and in 2019.

⁴ English Learner Progress is also an academic indicator on the California School Dashboard. However, the state has not given colors for that indicator because we have not had enough years of data to do so.

Fortune’s Analysis of Verified CAASPP Data

In the following analysis, the charter school provides clear and convincing evidence that the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school. We also provide preliminary data for our graduating seniors – the inaugural class of our high school – showing that we anticipate strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Source: Education Code 47607.2 (a) (4)

Participation

Fortune consistently experiences a participation rate well above the 95% requirement:

- In 2018-19, Fortune had 532 students eligible to take the CAASPP. We had a 99.4% participation rate in ELA (529 out of 532) and a 98.7% participation rate in Math (525 out of 532).
- In 2017-18, Fortune had 578 students eligible to take the CAASPP. We had a 99.5% participation rate in ELA (575 out of 578) and a 98.4% participation rate in Math (569 out of 578).
- In 2016-17, Fortune had 591 students eligible to take the CAASPP. We had a 98.8% participation rate in ELA (584 out of 591) and a 98.5% participation rate in Math (582 out of 591).

We used the state methodology to calculate what percent of students had more than a year’s progress both from 2017 to 2018 and from 2018 to 2019. In both years combined, **over half of Fortune students experienced more than a year of progress in academic achievement in both subjects. This is especially impressive given that Fortune serves primarily low-income African American and Latino students.**

Fortune’s results are particularly impressive in Math. In 2018, over two thirds of Fortune students experienced more than a year of progress in Math, and over half of Fortune students experienced that much progress in every grade level. Additionally, over half of Fortune English Learners, Latinos, and students with disabilities experienced more than a year of progress in both years.

We also want to highlight the progress we make with students whose parents didn’t graduate high school. In 2019, 70% of those students experienced more than year of progress in ELA and 57% experienced that progress in Math.

Finally, we want to highlight students who are two or more races. Nearly all students in this group identify as Black and another race. Currently 93% of Fortune students who are two or more races report being Black as well as another race (140 out of 150). In 2019 we had 69% of these students experience more than a year of progress in ELA, and 55% experienced that progress in Math.

ALL STUDENTS, 2018 to 2019

| % with Change Higher than CA | | |
|------------------------------|------------|------------|
| Grade | ELA | Math |
| 3 to 4 | 44% | 52% |
| 4 to 5 | 53% | 66% |
| 5 to 6 | 29% | 41% |
| 6 to 7 | 61% | 46% |
| 7 to 8 | 69% | 37% |
| Total | 49% | 52% |

Source: California Department of Education: <https://www.cde.ca.gov/ta/tg/cal/avescorechange.asp>

See the Methodology section below for details.

ALL STUDENTS, 2017 to 2018

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|------------|
| 3 to 4 | 52% | 83% |
| 4 to 5 | 39% | 52% |
| 5 to 6 | 48% | 59% |
| 6 to 7 | 73% | 69% |
| 7 to 8 | 63% | 66% |
| Total | 52% | 67% |

Disaggregation

Fortune does not have CAASPP scores for 11th graders because COVID-19 school closures prevented our inaugural class from testing. That class is graduating this spring, and we are tracking a variety of outcomes for them. The table below shows the preliminary outcomes for our senior class as well as comparison data for the state and nation. While this year is too soon for us to track college persistence, we will do so in the future as our scholars progress in their academic careers.

| Out of our 20 seniors: | | | | | | | |
|--|--------------|--------------|-----------|-------------|-----------|-------------|-----------------|
| | FHS All # | FHS All % | CA All | CA Black | US All | US Black | Top Charters |
| High school graduates | 18 | 90% | 84% | 77% | 85% | 79% | 88% |
| - with college credit (College and Career Ready) | 17 | 85% | 13% | 9% | n/a | n/a | n/a |
| - with their Associate's Degree | 4 | 20% | 1% | 1% | n/a | n/a | n/a |
| - who submitted their FAFSA | 14 | 70% | 48% | n/a | 45% | n/a | n/a |
| - who applied to a 4-year college | 14 | 70% | n/a | n/a | n/a | n/a | n/a |
| - who were accepted to a 4-year college | 11* | 55%* | n/a | n/a | n/a | n/a | n/a |
| - who are enrolling in a 4-year college | TBD | TBD% | 28% | 24% | 44% | n/a | 80% |
| - who received a college scholarship | TBD | TBD% | n/a | n/a | 13% | n/a | n/a |

*We are still waiting to learn whether 3 of our seniors will get accepted into a 4-year college.

Notes

- Three Fortune graduates did not submit their FAFSA or apply to college because they are planning to attend a trade school. One scholar is joining the military.
- The 13% in the "US All" column is the percent of students in a Bachelor's degree program who receive scholarships. The average amount is \$4,202; this is from 2015-16, the most recent year available). Only 1.5% of students received a free ride to a Bachelor's Degree program.

Sources

High school graduation data: <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=00&agglevel=state&year=2019-20>
 College Credit and Associate's Degree data: https://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_research_brief_vol5no1_online.pdf
 FAFSA data, as of April 11th, 2021: <https://formyourfuture.org/fafsa-tracker/>
 4-Year College enrollment data (for CA, removed community college and out-of-state 2-year college enrollees):
<https://dq.cde.ca.gov/dataquest/DQCensus/CGR.aspx?agglevel=State&cds=00&year=2017-18>
<https://nces.ed.gov/fastfacts/display.asp?id=51#:~:text=In%20every%20year%20from%202000.enrolled%20in%202%20institutions.>
 Scholarship data: <https://www.savingforcollege.com/article/college-scholarships-statistics>

Student Groups

We report results for all student groups on the California School Dashboard whenever at least 11 students have scores in both 2018 and 2019. We also report results for students whose parents do not have a high school degree because those students made particularly impressive progress.

AFRICAN AMERICAN

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 46% | 52% |
| 4 to 5 | 48% | 62% |
| 5 to 6 | 20% | 39% |
| 6 to 7 | 58% | 42% |
| 7 to 8 | 63% | 26% |
| Total | 44% | 48% |

LATINO

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 39% | 54% |
| 4 to 5 | 67% | 67% |
| 5 to 6 | 39% | 44% |
| 6 to 7 | 60% | 56% |
| 7 to 8 | 85% | 62% |
| Total | 56% | 57% |

TWO OR MORE RACES

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | n/a | n/a |
| 4 to 5 | 60% | 25% |
| 5 to 6 | 33% | 100% |
| 6 to 7 | 100% | 100% |
| 7 to 8 | 100% | 33% |
| Total | 69% | 55% |

ECONOMICALLY DISADVANTAGED

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 45% | 50% |
| 4 to 5 | 54% | 66% |
| 5 to 6 | 27% | 37% |
| 6 to 7 | 59% | 45% |
| 7 to 8 | 80% | 32% |
| Total | 49% | 50% |

ENGLISH LEARNER

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 60% | 60% |
| 4 to 5 | 33% | 67% |
| 5 to 6 | 50% | 67% |
| 6 to 7 | 25% | 25% |
| 7 to 8 | 100% | 100% |
| Total | 48% | 61% |

RECLASSIFIED FLUENT ENGLISH PROFICIENT

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 43% | 43% |
| 4 to 5 | 79% | 71% |
| 5 to 6 | 50% | 50% |
| 6 to 7 | 50% | 50% |
| 7 to 8 | 100% | 80% |
| Total | 66% | 61% |

STUDENTS WITH DISABILITIES

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 43% | 67% |
| 4 to 5 | 46% | 64% |
| 5 to 6 | 33% | 33% |
| 6 to 7 | 60% | 40% |
| 7 to 8 | 38% | 38% |
| Total | 44% | 51% |

PARENTS ARE NOT HIGH SCHOOL GRADUATES

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 78% | 75% |
| 4 to 5 | 100% | 29% |
| 5 to 6 | 50% | 50% |
| 6 to 7 | 20% | 40% |
| 7 to 8 | 100% | 100% |
| Total | 70% | 57% |

For the transition from spring 2017 to spring 2018, we again provide results for all student groups on the California School Dashboard with at least II scores in both years.

AFRICAN AMERICAN

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 48% | 86% |
| 4 to 5 | 40% | 52% |
| 5 to 6 | 39% | 60% |
| 6 to 7 | 81% | 63% |
| 7 to 8 | 63% | 70% |
| Total | 49% | 68% |

LATINO

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 52% | 77% |
| 4 to 5 | 43% | 50% |
| 5 to 6 | 67% | 63% |
| 6 to 7 | 60% | 87% |
| 7 to 8 | 63% | 50% |
| Total | 55% | 66% |

ASIAN

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 60% | 80% |
| 4 to 5 | 50% | 50% |
| 5 to 6 | 50% | 50% |
| 6 to 7 | 100% | 0% |
| 7 to 8 | 100% | 100% |
| Total | 64% | 64% |

ECONOMICALLY DISADVANTAGED

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 57% | 87% |
| 4 to 5 | 33% | 51% |
| 5 to 6 | 55% | 59% |
| 6 to 7 | 71% | 74% |
| 7 to 8 | 64% | 64% |
| Total | 53% | 68% |

STUDENTS WITH DISABILITIES

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 44% | 81% |
| 4 to 5 | 25% | 54% |
| 5 to 6 | 15% | 29% |
| 6 to 7 | 100% | 75% |
| 7 to 8 | 33% | 100% |
| Total | 35% | 60% |

ENGLISH LEARNER

% with Change Higher than CA

| Grade | ELA | Math |
|--------------|------------|-------------|
| 3 to 4 | 100% | 100% |
| 4 to 5 | 38% | 50% |
| 5 to 6 | 33% | 33% |
| 6 to 7 | 100% | 100% |
| 7 to 8 | 25% | 0% |
| Total | 58% | 58% |

Methodology

We follow the state guidance of providing counts and percentages of students exceeding normative change. Normative change for each grade and subject was obtained from these tables provided by the California Department of Education: <https://www.cde.ca.gov/ta/tg/ca/avescorechange.asp>. We average the change for three transitions: 2016 to 2017, 2017 to 2018, and 2018 to 2019. We then compare the change for each of our scholars to the 3-year average change for students statewide who had a similar prior score in that subject. For each grade and subject, we determine what percent of our scholars experienced change higher than that statewide comparison.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available on our website. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Local Control and Accountability Plan 2017-20

Please see **Appendix 4** for the Annual Measurable Outcomes for Fortune School's 2017-20 Local Control and Accountability Plan.

Learning Continuity and Attendance Plan 2020-21

Please see **Appendix 5** for Fortune's Learning Continuity and Attendance Plan.

CONCLUSION

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) may be granted a renewal term of 5 years.

As clearly demonstrated by the evidence above, the Charter School meets the renewal criteria for a middle performing school and should be granted a renewal term of five (5) years from July 1, 2021 to June 30, 2026.

C. METHOD BY WHICH PUPIL PROGRESS IS MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”

-Education Code section 47605.6(b)(5)(C)

Assessments

Fortune School administers the following standardized assessments and internal assessments:

| Assessment | Grade Levels | Frequency |
|--|---------------------|--|
| CAASPP SBAC (ELA and Math) | 3-8 and 11 | Annually |
| California Science Test (CST) | 5, 8, and 11 | Annually |
| Summative ELPAC | All grades | Annually |
| NWEA MAP | All grades | Three times a year for grades K-2 and 9-10; two times a year for grades 3-8 and 11 |
| Interim Assessment Blocks | 3-8 | Up to three times a year, based on the grade level and content area |
| Interim Assessments (from Achievement First) | K-8 | Up to three times a year, based on the grade level and content area |

Data Analysis and Reporting

Fortune’s Data, Analytics, and Strategy Department (i.e. the Data Team) is responsible for collecting, analyzing, and reporting data on pupil achievement. The Data Team analyzes student results at a variety of levels: system-wide, by site, by grade, by state-recognized student groups, and by other relevant groups of students. When possible, the Data Team uses this outcome data to evaluate the impact of interventions – actions Fortune has taken to attempt to improve student outcomes. The Data Team reports data on pupil achievement to school staff at weekly Cabinet Meetings, weekly Principal Meetings, and special meetings focused on student outcomes. The Data Team also ensures that students’ families are made aware of the performance of their children.

D. LOCATION OF EACH CHARTER SCHOOL FACILITY

“The location of each charter school facility that the petitioner proposes to operate.”

-California Education Code Section 47605.6(b)(5)(D)

Fortune School currently operates eight schools at the following locations:

- Fortune School – 6829 Stockton Blvd., #380, Sacramento, CA 95823
- William Lee College Prep – 3300 Stockton Blvd., Sacramento, CA 95820
- Alan Rowe College Prep – 9424 Big Horn Blvd., Elk Grove, CA 95758
- Ephraim Williams College Prep – 4545 9th Ave., Sacramento, CA 95820
- Hazel Mahone College Prep – 3750 Rosin Ct., Sacramento, CA 95834
- Rex & Margaret Fortune Early College High School - 9270 Bruceville Road, Elk Grove, CA 95758
- Fortune Middle School - 9270 Bruceville Road, Elk Grove, CA 95758
- Tecoy Porter College Prep - 2801 Meadowview Rd., Sacramento, CA 95832

During the next charter term (2021-26), Fortune School plans to open a new middle school campus in Meadowview. This school will incubate its sixth grade at Tecoy Porter College Prep in 2022-23 and then

will move to a permanent site in 2023-24. Construction will be completed on the K-12 Education Complex in the summer of 2021 and the Rex and Margaret Fortune Early College High School and Fortune Middle School will move to the K-12 Education Complex in August of 2021. Alan Rowe College Prep will also move to the K-12 Education Complex in August of 2021.

Transportation

The Charter School shall not provide transportation to and from school, unless it chooses otherwise, except for special education students, pursuant to an IEP.

E. FOUNDERS AND GOVERNANCE STRUCTURE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.”

-California Education Code section 47605.6(b)(5)(E)

Non-Profit Public Benefit Corporation

Fortune School is a directly-funded, independent charter school operated by Fortune School of Education, a California Non-Profit Public Benefit Corporation, pursuant to California law upon approval of this charter.

Fortune School operates autonomously from the Sacramento County Office of Education (“SCOE”), with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between SCOE and Fortune School. Pursuant to California Education Code Section 47604(d), SCOE/SCBOE shall not be liable for the debts and obligations of Fortune School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by Fortune School as long as SCOE has complied with all oversight responsibilities required by law.

As a non-profit corporation, Fortune School of Education will not operate to the private benefit of any individual or group of individuals, and will instead operate for the benefit of the California public school students it serves.

Attached, please find the FSE Articles of Incorporation (**Appendix 6**), Corporate Bylaws and 501(c)(3) status document (**Appendix 7**), and Conflict of Interest Code (**Appendix 8**).

Board of Directors

Fortune School is governed by the FSE Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which are consistent with the terms of this charter. Fortune School will continue to comply with the Brown Act (Government Code Section 54950, *et seq.*), the Political Reform Act (Government Code Section 87100, *et seq.*) and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1. The FSE Board shall have five (5) to seven (7) directors. All FSE directors are designated at FSE’s annual meeting of the Board of Directors. Each director holds office unless otherwise removed from office in accordance with the FSE bylaws for a term of two (2) years and until a successor director has been appointed.

The FSE Board of Directors is currently comprised of the following directors:

- Dr. Eleanor Brown, Principal (Ret.); Former Sacramento County Board of Education Member
- Dr. Paulette Brown Hinds, President, Brown Publishing Company
- Bertha Gorman, Associate Secretary (Ret.); California State Health & Human Services Agency
- Scott Loehr, Superintendent, Center Unified School District
- Ollie Watson, Principal (Ret.), Del Paso Heights School District

FSE Board Meetings and Duties

The Board of Directors of Fortune School meet regularly, at least quarterly, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of Fortune School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the President/Chief Executive Officer (“CEO”) of FSE;
- Approve all contractual agreements, including and over \$100,000;
- Approve and monitor the implementation of general policies of Fortune School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor Fortune School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Fortune School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Fortune School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school-related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to SCOE for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

FSE has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules, and which will be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts of Interest Code is attached within **Appendix 8**.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Fortune School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members once quorum is established.

Board Training and Sustainability

Fortune School is committed to continuous improvement and ongoing training to assist the FSE Board in fulfilling its responsibilities to act as the steward of Fortune School. To this end, the FSE Board participates in appropriate training and educational opportunities to more effectively govern Fortune School's operations. Such training experiences include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. Such trainings or professional development are made available to individual Board Members to enhance skills they need to effectively perform a critical role on the FSE Board's behalf, or include full Board training and professional development on matters applicable to the full Board. This includes, for example, training on open meetings laws, conflicts of interest procedures and protocol, disclosure of public records, fiscal oversight and management, oversight of employment programs, and academic program operation and accountability to be sure the Board is fulfilling its oversight responsibilities with fitness.

Selection of FSE Board Members

All FSE Board Members have full voting rights. The Board of Directors shall have the power to appoint and remove, at the pleasure of the Board of Directors, members of the Board of Directors of Fortune School of Education, pursuant to the Corporate Bylaws (**Appendix 7**).

FSE Administration

President/CEO

The President/CEO is the general manager of FSE and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement or job specification. The President/CEO has other such powers and duties as the Board of Directors or the FSE bylaws require. The President/CEO presides at the Board of Directors' meetings.

Chief Financial Officer ("CFO")

The CFO keeps and maintains, or causes to be kept and maintained, adequate and correct books and accounts of FSE's properties and transactions. The CFO sends or causes to be given to directors such financial statements and reports as are required to be given by law, by the FSE bylaws, or by the FSE Board. The books of account are open to inspection by any director at all reasonable times.

The CFO will continue to (a) deposit, or causes to be deposited, all money and other valuables in the name and to the credit of FSE with such depositories as the Board of Directors may designate; (b)

disburse FSE's funds as the Board may order; (c) render to the President/CEO, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as CFO and of the financial condition of FSE; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the FSE bylaws may require.

If required by the Board, the CFO shall give FSE a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to FSE of all its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the CFO on his or her death, resignation, retirement, or removal from office.

Chief Operating Officer

The Chief Operating Officer is responsible for all administrative operations at FSE's charter schools including facilities management, human resources, legal affairs, information technology, branding, credentialing and procurement. The Chief Operating Officer also directs professional development of operational staff at the school sites. As the Human Resources

The Chief Operating Officer is responsible for staffing and human resources of Fortune School. The Chief Operating Officer or his/her designee provides support to the Principals to evaluate, train and discipline employees of Fortune School. In addition, the Chief Operating Officer ensures that all employees of Fortune School hold the valid credentials and clear the appropriate background checks as required by state and federal law.

Chief Academic Officer

The Chief Academic Officer is responsible for overseeing the instructional program and student academic performance at Fortune School. In addition, the Chief Academic Officer is responsible for providing professional development for teachers at Fortune School, including in the use of state-adopted instructional materials and data-driven instruction.

School Administration

Principal

The Principal is the leader of a Fortune School campus. The Principal ensures that the curriculum is implemented in order to maximize student learning experiences. The Principal reports directly to the Chief Academic Officer, and s/he is responsible for the orderly operation of a Fortune School campus and the supervision of all employees in a Fortune School campus. The Principal manages the day-to-day operations of the Charter School. The Principal provides input to the Chief Academic Officer and Chief Operating Officer for all hiring and evaluation of faculty and staff and all personnel discipline. The Principal is responsible for the implementation of all FSE Board policies and procedures, including, but not limited to organization of all instruction, academic support, and health and counseling services for all students.

The Principal performs assigned tasks as directed by the Chief Academic Officer, and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure Fortune School enacts its mission;
- Supervise and evaluate teachers and staff;
- Provide reports to the FSE Board of Directors;
- Manage school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of Fortune School;

- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or FSE Board of Directors and/or the County Office of Education;
- Identify the staffing needs of Fortune School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Ensure the security of the school building;
- Encourage and support teacher professional development;
- Provide all necessary financial reports as required for proper attendance reporting;
- Manage student discipline, and, as necessary, participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The Charter School is a Viable Enterprise

Fortune School has become a viable enterprise as evidenced by its healthy fund balance as reported in the Audit Report (**Appendix 12**). The budget projects that we will continue to add to that fund balance over the term of the charter renewal.

Parent Involvement in Governance

One goal of Fortune School is to empower parents as educational partners. Parents will continue to have the opportunity to participate in a variety of meaningful ways at Fortune School, and their presence on campus and assisting teachers in the classroom will continue to be most important. Parents will continue to be members of the School Site Council and will continue to be encouraged to participate in the School Site Council meetings.

In order to ensure significant parent involvement, Fortune School will continue to encourage the development of parent-based groups. These groups are responsible for recruiting parents in the activities of Fortune School for the purpose of strengthening the community.

School Site Council

Fortune School has a School Site Council (“SSC”). The SSC is a group of stakeholders that includes parents, teachers and administrators who develop and monitor the Single Plan for Student Achievement (“SPSA”). The SSC also reviews categorical spending at Fortune School.

Parent Education and Participation

Studies have shown that students whose parents are involved in their education generally have higher grades and test scores, better attendance, more consistently complete homework, higher graduation rates and greater enrollment in postsecondary education.⁵ Fortune School parents are actively involved in the education of students. Fortune School campuses foster a climate of parent volunteerism. After signing a “Commitment to Excellence Contract”, parents are encouraged to complete 40 hours of

⁵ The National PTA. *Building Successful Partnerships*. Bloomington: National Education Service, 2000. 12.

completely voluntary service each academic year. There is no consequence to families if they fail to complete voluntary parent service hours. Parent volunteerism is, however, an important part of Fortune School’s approach to closing the achievement gap and we stand behind it as a part of our culture that calls for parents to accept responsibility for the education of their children. In accordance with Education Code Section 47605.6(n), the charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

Parent Liaisons at each campus coordinate a rich program of parent involvement that includes creating a welcoming environment for parents. Front office staff complete customer service training focused on providing excellent customer service, learning parent names, and having difficult conversations in a respectful way. Parent Liaisons create and implement a program of parent engagement including parent meetings, a schedule of seasonal activities and parent groups. Campuses publish parent newsletters and communicate using social media. Fortune School also partners with community-based organizations to provide parent education.

F. EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.”

-California Education Code section 47605.6(b)(5)(F)

Selection and appointment of Fortune School employees is the exclusive prerogative of FSE. FSE holds recruit/release authority for all Fortune School staff, and sets the terms and conditions of employment, within the parameters of the FSE policies and procedures. FSE does not and will not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 or any other basis prohibited by law. All candidates will continue to be required to show evidence of compliance with the California criminal background check and clearance process. Certificated employees will continue to meet the credential requirements for countywide benefit charters established in Education Code. All teachers assigned to provide instruction to English Learners will have the appropriate authorization (CLAD, BCLAD or equivalent).

Staffing Plan

Please see job descriptions and employee qualifications in **Appendix 9**.

STAFFING PLAN FOR SCHOOL SITES

| | 2021-2022 | 2022-2023 | 2023-2024 |
|--------------------------|-----------|-----------|-----------|
| Principal | 6 | 6 | 7 |
| Assistant Principal | 3 | 3 | 2 |
| Counselor | 1 | 2 | 2 |
| Multiple Subject Teacher | 59 | 61 | 64 |
| Education Specialist | 7 | 7 | 7.5 |
| Single Subject Teacher | 36 | 41.5 | 46.5 |
| Office Manager | 6 | 6 | 7 |
| School Secretary | 8 | 8 | 8 |
| Parent Liaison | 3.63 | 3.63 | 4.13 |
| Food Service Coordinator | 5.25 | 5.25 | 6 |

| | | | |
|---------------------------|---------------|---------------|---------------|
| Food Service Aide | 1.44 | 1.44 | 1.44 |
| Supper Coordinator | 1.5 | 1.5 | 1.75 |
| Custodian | 17.5 | 17.5 | 19 |
| Instructional Aide | 7.5 | 8 | 8 |
| Instructional Aide - SpEd | 22.04 | 22.04 | 23.04 |
| Behavior Aide | 1.5 | 1.5 | 1.5 |
| Behavior Technician | 16.5 | 17.2 | 18.2 |
| Tutor | .8 | .8 | .8 |
| Yoga Instructor | 1.21 | 1.21 | 1.21 |
| TOTAL | 204.87 | 214.57 | 229.07 |

NOTE: The positions included in the Staffing Plan represent site based employees of Fortune School. We also have a Special Education department that services the speech, occupational therapy, school psychologist, and counseling needs of the entire organization.

Organizational Chart

Attached as **Appendix 9**, please find Fortune School of Education’s Organizational Chart.

G. HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*

-California Education Code section 47605.6(b)(5)(G)

Fortune School believes that it is our responsibility to nurture not only students’ minds but also their emotional and physical well-being. Fortune School implements a comprehensive set of health, safety, and risk management policies. In general, health and safety matters are dealt with in accordance with these policies. These policies have been developed in consultation with the charter school’s insurance carriers and at a minimum will address the topics described below. These policies and procedures are incorporated as appropriate into the charter school’s student and staff handbooks and are reviewed on an ongoing basis in the charter school’s staff development efforts and governing board policies. Specifically, these policies and procedures address the following topics:

- All enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Response to natural disasters and emergencies, including fires, floods and earthquakes through a disaster plan that shall be developed in consultation with Occupational Services, Inc., which specializes in emergency preparedness and risk management, including disaster plan development.
- Preventing contact with blood-borne pathogens.
- Instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Administration of prescription drugs and other medicines.
- Charter schools in the Fortune School network shall be housed in facilities that have received

State Fire Marshal approval and that have been evaluated by a licensed structural engineer who has determined that the facilities present no substantial seismic safety hazard.

- Fortune School is a drug, alcohol and tobacco-free workplace.
- All employees must submit to a criminal background check and furnish a criminal record summary prior to beginning employment with Fortune School of Education, as required by Education Code Sections 44237 and 45125.1.
- A policy that all guest lecturers complete a background statement and be under the supervision of the classroom teacher or designated person at all times.
- A policy that all volunteers must submit to a criminal background check and furnish a criminal record summary prior to volunteering on any Fortune School campus.
- A policy that charter schools in the Fortune network utilize security personnel/campus monitors.
- A policy that all visitors be required to sign in at the office and wear a visitor's badge at all times while on school property.
- A policy that Fortune School has established a safe place off the grounds to move students in the event of danger.

The following is a summary of the health and safety policies of the Charter School:

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, pursuant to Education Code Section 49406. As a condition of employment, tuberculosis risk assessments and examinations (if necessary) and are required before the employee's start date. Further, tuberculosis screening is required every four (4) years pursuant to the requirements of Education Code Section 49406(b). Fortune School provides notification to employees and volunteers with sufficient advanced notice to enable those individuals to complete their mandatory tuberculosis screening in a timely manner.

Fingerprinting/Criminal Background Check Process

Each employee and contractor of the charter school will continue to be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. The Livescan form for both the Department of Justice and the FBI fingerprinting/criminal background check is distributed by the Director of Human Resources. Once the candidate has notified the Director of Human Resources that they have completed the fingerprinting process, the Director of Human Resources reviews the DOJ database that's associated with Fortune School's ORI number to review DOJ clearances. This serves as proof to verify clearance and make the determination whether or not to allow a candidate to begin employment. The process must be completed before the employee's or contractor's start date. If the candidate is not cleared, they will not be eligible for employment. The charter school shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

Immunizations

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Immunization forms and other pertinent medical records are kept on file confidentially by the charter school administration. Parents/guardians are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The charter school may exempt students from enrolling who are not properly immunized pursuant to Education Code Section 48216 *et seq.* Those parents/guardians who are having difficulty obtaining immunizations for their children are provided information on where to get immunized in their community.

Student and Employee Records

Documentation is on file in the student's records or employee records held in security at the charter school's primary administrative office. Copies of employee records and student records can be made available to the County office of Education, upon request.

Student Health

Fortune School works to ensure every student in the charter school receives proper health care. We have developed a plan to have referral services available to offer low-cost health care to its students and families who are uninsured.

As required by state law, the charter school provides screening for student vision, hearing and scoliosis. Fortune School also has a policy establishing the charter school as a drug, alcohol, and smoke free environment.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Bloodborne Pathogens

All employees undergo Bloodborne Pathogens mandated training annually. This requirement is managed across the Fortune School network by the Human Resources Department. Fortune School implements policies relating to preventing contact with blood-borne pathogens. The Principal at each Fortune School campus, with support from Fortune School's charter management organization, ensures that each school site in the network meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Fortune School has established a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other body fluids through injury or accident, students, and staff follow the latest medical protocol for disinfecting procedures.

Child Abuse Prevention and Reporting

All employees undergo required Mandated Reporter training annually. This requirement is managed across the Fortune School network by the Human Resources Department. Fortune School maintains detailed policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties. Such policies detail the role and obligation of staff in the reporting of child abuse pursuant to California Penal Code Section 11164. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom she or he knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. All appropriate staff is required to certify that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions before being hired. Fortune School staff will complete training pursuant to Education Code section 44691(b)(1).

Diabetes

Fortune School provides an information sheet regarding Type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes all of the following information:

1. A description of Type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

Fortune School will continue to adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Fortune School.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

All employees undergo mandatory Anti-Discrimination and Harassment Prevention training bi-annually. This requirement is managed across the Fortune School network by the Human Resources Department. Fortune School is committed to providing schools that are free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic

group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Fortune School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the charter school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Fortune School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

H. STUDENT POPULATION BALANCE

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.”

-California Education Code section 47605.6(b)(5)(H)

Fortune School has implemented a student recruitment strategy that is represented by, but is not necessarily limited to, a combination of the following elements or strategies, ensuring a diverse student body and a balance of racial and ethnic students, special education students and English Learners that is reflective of the general population residing within the territorial jurisdiction of the County Office of Education:

- An enrollment process that is scheduled and adopted that includes a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in Sacramento County, including materials in languages other than English to appeal to English Learner populations.
- The distribution of promotional and informational materials to a broad variety of community

groups and agencies.

- Outreach meetings in several areas of the county, reaching prospective students and parents. Fortune School keeps a record of the number and location of these community presentations.
- Use of brochures, newsletter, TV/radio public service announcements, print and non-print media for outreach communications.
- Collaboration with community based organizations to support outreach efforts.

I. INDEPENDENT FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.”

-California Education Code section 47605.6(b)(5)(l)

An annual independent financial audit of the books and records of the charter school is conducted as required by Education Code Sections 47605.6(b)(5)(l) and 47605.6(m). The books and records of the charter school are kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

FSE’s auditor is required to have, at a minimum, a CPA and educational institution audit experience and must be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the County Superintendent of Schools, the State Controller, and the CDE no later than December 15 following the close of the school year. The FSE Board reviews any audit exceptions or deficiencies and reports to the FSE Board with recommendations on how to resolve them. The FSE Board will submit a report to the County Office of Education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County Office of Education, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request. (Please see **Appendix 12** for the latest Audit Report.)

J. DISCIPLINE, SUSPENSION/EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (1) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."

-California Education Code section 47605.6(b)(5)(j)

Students are responsible for their actions and are expected to adhere to the Commitment to Excellence Contract and school rules and policies. If a student is in violation of a school rule or policy, a teacher or staff member will refer him/her to the appropriate administrator to determine the consequences based on the type and severity of the violation.

Corporal punishment will not be permitted at any FSE charter school. Any employee who is determined to have engaged in such action will be terminated immediately. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request in the school office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth,

the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal.

If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension and Expulsion of Students

A student may be suspended from school or recommended for expulsion if the Principal determines that the student has committed a prohibited act outlined in Education Code Section 48900 or otherwise identified in the Charter School's Discipline Matrix (**Appendix 14**) included in the Student/Parent Handbook. A student shall be immediately suspended and shall be recommended for expulsion if the Principal determines that the student has committed an act under Education Code Section 48915(c).

Due Process Protections

Prior to student discipline, especially those involving suspension or expulsion or other limitation of fundamentally protected student rights, every student will have access to the maximum due process protections provided under the law, within the context of the circumstances. Students who are being considered for suspension and expulsion will be provided the specific due process protections provided below to safeguard the student's interests within the situation.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian, and whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(j)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, a Charter School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

As required by Education Code Section 47605.6(b)(5)(j)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Only the neutral and impartial Fortune School of Education Board of Directors, upon the recommendation of the expulsion panel, may expel a student. The governing board and the expulsion panel shall be presided over by a designated neutral hearing chairperson. The governing board may expel any student found to have committed an expellable offense(s) listed in Education Code Section 48900, as stated in the "Grounds for Suspension and Expulsion" above.

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the governing board finds that the student committed the expellable offense and at least one of the following findings may be substantiated:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Charter School Principal or designee determines that the student has committed an expellable offense under the “Grounds for Suspension and Expulsion” and recommends the student for expulsion.

The hearing will be conducted by the expulsion panel. The Charter School Principal will make a recommendation for expulsion to the expulsion panel. The expulsion panel shall be comprised of at least three members who are certificated and neither a teacher of the student nor a member of the Charter School’s Board. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (“FERPA”)) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the hearing;
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3. A copy of the charter school’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status to any other district in which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing; and
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer.

Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant

disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the

student

had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA- eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in the "Grounds for Suspension and Expulsion."

Finding of facts shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or expulsion panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the expulsion panel shall be in the form of written findings of fact and a written recommendation to the governing board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the expulsion panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program. The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee following a decision of the governing board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall include the following:

1. The specific offense committed by the student under the "Grounds for Suspension and Expulsion";
2. Notice of the student's right to appeal the expulsion; and
3. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, or designee, shall send written notice of the decision to expel to the student's district of residence and the Sacramento County Office of Education. This notice shall include the following:

1. The student's name; and
2. The specific offense committed by the student.

Upon expulsion from the Charter School, students will be referred to their district of residence to attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Additional Due Process Rights

Every student is entitled under fundamental principles of due process to know precisely what conduct is prohibited prior to being disciplined for such conduct, and to possess ample opportunity to review the evidence presented and provide a response to such evidence. The due process protections afforded to students prior to suspension and expulsion are provided above, and further rights, such as the right to appeal, record-keeping, and rehabilitation and re-admittance are included below.

Appeal Rights

Following receipt of the notice of expulsion or suspension, the student shall have the right to appeal that decision to the full Fortune School of Education Board of Directors. The student shall have 10 days to present their intention to appeal the decision. Upon the appeal, the student shall have the right to a de novo review in front of the full governing board in closed session, including the full complement of due process rights available to the student during the initial hearing. The full governing board will then render a final decision regarding the student's appeal.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available for the chartering authority's review upon request, but neither the chartering authority shall be involved in the disciplinary decision.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled shall be given a rehabilitation plan upon expulsion as developed by the governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the governing board following a meeting with the Principal and the student and student's parent/guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the governing board following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

K. RETIREMENT SYSTEMS

"The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."

-California Education Code section 47605.6(b)(5)(K)

All employees at Fortune School participate in the federal social security system as required by law and have access to an FSE-sponsored 403(b) retirement plan, according to policies developed by the Board

of Directors and adopted as Fortune School's employee policies. The Chief Financial Officer is responsible for ensuring that appropriate arrangements for coverage have been made. Fortune School is not planning to participate in the California State Teachers' Retirement System ("CalSTRS") or the California Public Employees' Retirement System ("CalPERS").

Salary

Fortune School has adopted a formal salary schedule (see **Appendix 10**). The salary schedule is based on periodic compensation studies comparing Fortune School to comparison school districts in the region.

L. DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter."

-California Education Code section 47605.6(b)(5)(L)

Fortune School maintains policies and processes for aiding and resolving internal and external disputes.

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the charter school pursuant to the charter school's policies, (2) minimize the oversight burden on SCOE as Fortune School's authorizing agent, (3) ensure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight. Fortune School and SCOE intend to resolve disputes informally wherever possible, and only to use the dispute resolution process herein when informal attempts have failed.

Public Comments

The staff and governing board members of Fortune School and SCOE agree to resolve all disputes regarding the charter school pursuant to the terms of this section. Both agree to refrain from public commentary regarding any disputes until the matter has progressed through this dispute resolution process. Notwithstanding this, both Fortune School and SCOE may discuss disputes in public meetings of their respective boards as required by the Brown Act and shall respond to Public Records Act requests as required by law.

Disputes Arising from Within the Charter School

Disputes over personnel discipline are not covered by Fortune School's dispute resolution process, and instead, are resolved through the personnel policies and procedures. Fortune School maintains comprehensive personnel policies and procedures, approved by the Fortune School of Education Board of Directors that are provided to each employee upon hire. These policies set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The Principal resolves complaints and grievances and administers any personnel discipline, with the assistance of the Director of Human Resources, the President/CEO, and/or the Board of Directors, if necessary, in accordance with these policies.

SCOE agrees to refer all complaints regarding the Charter School's operations to Fortune School for resolution in accordance with the Charter School's adopted policies. Parents, students, Board Members, volunteers, and staff of Fortune School are provided with a copy of the Charter School's policies and

dispute resolution process and agree to work within its bounds. In the event that Fortune School's adopted policies and processes fail to resolve the dispute, the county shall avoid intervening in the dispute without the consent of the Fortune School Board of Directors unless: (i) the matter directly relates to one of the reasons specified in law for which a charter may be revoked (see Education Code Section 47607 and its implementing regulations); the County Superintendent receives parent complaints or other information that he/she deems worthy of further investigation pursuant to Education Code section 47604.4; the dispute relates to the authority of SCOE to monitor and oversee Fortune School (see Education Code 47604.32); or SCOE is acting under the authority provided to it under Charter Schools Act of 1992 as it may be amended from time to time.

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Board Members of the Charter School, will continue to be resolved by Fortune School and the FSE Board of Directors pursuant to policies and procedures developed by Fortune Schools' governing board, which shall ensure that such policies and procedures are drafted in accordance with applicable laws.

Disputes Between Fortune School and SCOE

In the event that Fortune School and the County Office of Education have disputes regarding the terms of this charter or any other issue regarding Fortune School, both parties agree to follow the process outlined below. In the event of a dispute between Fortune School and the County Office of Education that cannot be resolved informally, the staff and Board of Directors of Fortune School and the County Office of Education agree to first frame the issue in written format and refer the issue to the County Superintendent, and the Fortune School President/CEO.

In the event there is a dispute between the parties and the issue does not rise to the level of a revocation of the charter, the dispute shall be resolved by the following steps:

- a. Fortune School representative and the county superintendent, or his/her designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute
- b. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the county superintendent, or his/her designee, and the representative of Fortune School and attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the county superintendent, or his/her designee, and Fortune School representative shall meet to jointly identify a neutral, third party mediator, and shall follow the process for mediation described in subsection c below.

In the event that the county superintendent, or his/her designee, believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement and the following steps will be taken first:

- a. Cause of Revocation: The county board of education may revoke the charter if the county board finds that the conditions for revocation contained in Education Code Section 47607 have been met after providing Fortune School with all due process required by Education Code Section 47607 and its implementing regulations.
- b. Notice to Remedy ("Notice"): Prior to the revocation of the charter, the county office of education shall first meet with representatives of Fortune School to attempt to informally resolve the issue(s). If this meeting does not resolve the issue(s), SCOE shall then provide written Notice to Fortune School which meets the requirements of Education Code Section 47607 and its implementing regulations.

c. Mediation: Within 30 days of service of the Notice unless the parties mutually agree to a longer time period, the parties may mutually agree to schedule a mediation to resolve the matter. If the parties agree to a mediation, the parties shall mediate in good faith. The mediator shall be selected by mutual agreement of the parties and cost of the mediation shall be borne equally by both parties.

d. Dispute Resolution Process Shall Not Impede Revocation Process: Notwithstanding any other provision of the charter, participation in dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County Board's authority to proceed with revocation in accordance with Education Code Section 47607.

M. STUDENT ADMISSION AND ATTENDANCE POLICIES

"Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e)."

-California Education Code section 47605.6(b)(5)(M)

Student Admission Policies and Procedures

Fortune School will continue to actively recruit a diverse student population. Admission is open to any California resident, and the Charter School shall not discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above. Immunization and other records will not be required from homeless and/or foster youth prior to admission or enrollment.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and

make this notice available to parents.

Fortune School seeks to enroll students committed to a rigorous educational experience. Families who understand and value Fortune School's mission and will commit to Fortune School's instructional and operational philosophy are actively recruited. Prospective students and their parents or guardians are provided information regarding the Charter School's instructional and operational philosophy and are informed of the Charter School's student-related policies.

In order for students to be enrolled in Fortune School, they must first fill out a Student Application (**Appendix 13**) in concert with their parents/guardians and submit the application during a publicly advertised open enrollment period each year for enrollment in the following school year. The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment. Fortune School shall follow the procedures outlined below if a public random drawing ("lottery") is required to determine admission to the Charter School.

Admitted students and their parents/guardians are required to take part in an orientation session that will introduce Fortune School's philosophical and operational underpinnings and policies. Orientation sessions are offered across multiple days and times to accommodate the varying schedules of students and their parents/guardians. At orientation, students and parents/guardians are asked to sign an annual parent/student contract to acknowledge that they understand and support Fortune School's outcomes, philosophy, program and any other applicable requirements. Though parents/guardians will be strongly encouraged to sign the contract, a student is not penalized if the student's parent/guardian does not sign the contract or fulfill its terms.

Kindergarten Enrollment

To protect the health and safety of the school environment, in order for a child to enroll in Transitional Kindergarten or Kindergarten at Fortune School, the child must be toilet trained unless the child has a documented medical reason from his/her physician or an identified need in their IEP or Section 504 plan explaining why they cannot be toilet trained.

High School Enrollment

Ninth grade is the preferred entry point for Rex & Margaret Fortune Early College High School. Students who have been promoted from a Fortune middle school will receive automatic admission to Rex & Margaret Fortune Early College High School for 9th grade, as they are existing students of the Charter School. All other students must complete the following enrollment process in addition to the steps already articulated in the charter petition:

1. An in-person interview with student, parent/guardian and a school official.
2. Personal Statement
3. Letter of recommendation from a principal or teacher with knowledge of the student.

Any student who submits a complete application and who completes the enrollment process will be enrolled, provided that the number of applications do not exceed the available capacity. If there are more applications in any grade level than the number of available seats, a public random drawing ("lottery") shall be held, as described below.

Recruiting and Admissions Cycle

Fortune School has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an open enrollment period, (4) an admission lottery, if necessary, and (5) enrollment. Fortune School will continue to fill vacancies or openings that become available after this process using a waiting list.

Fortune School will continue to admit students at any time during the school year on an open-ended basis in a manner that best serves the needs of students.

Timeline for Recruiting and Enrollment

Applications for admission are due by the second Friday in February. Fortune School holds parent information meetings for parents to learn more about the Charter School as they apply.

Lottery – Public Random Drawing

If the number of applications does not exceed the capacity of Fortune School, there will be no lottery, and all students who submitted complete applications are enrolled. In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery is held.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. The lottery is completed by having a designated lottery official pull slips of paper with applicants' names on them out of a container, and the drawing is held in a public forum. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. All names are drawn from the container and those exceeding the number of available spaces are placed on a waiting list in the order drawn.

Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The Charter School may also grant admission preference to siblings of existing pupils and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the Charter School's total enrollment. The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The waiting list from a prior year is rolled over to the next year in the order in which students were originally placed on the waiting list, except in case of students who have preference. Students with preference supersede the waitlist as follows:

- (1) children and grandchildren of founding members of Fortune School;
- (2) children of FSE employees;
- (3) siblings of existing students.

After the lottery, families receive their official enrollment forms and are informed of the enrollment process detailed in Fortune School's policies and procedures. Existing students do not participate in the random drawing, as they are automatically reserved a space for the following year. Other categories of students who do not participate in the random drawing, provided that there is space, in the following order are

1. Existing students, children and grandchildren of founding members of Fortune School;
2. Children of FSE employees;
3. Siblings of existing students;
4. Pupils placed on the waiting list in previous year(s);
5. Pupils who reside in Sacramento county.

Admission is not based on prior student performance or admission testing.

Attendance Tracking

Fortune School recognizes that the most important factor in student achievement is that students are at

school every day. Fortune School uses Aeries for its student information system. Aeries allows school staff to track student attendance by teachers taking role at the beginning of each class. Fortune School uses ParentSquare to make phone calls home for students not at school. Aeries is accessible for parents to monitor their child(ren)'s attendance.

N. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.”

-California Education Code Section 47605.6(b)(5)(N)

No student is required to attend Fortune School. Students who reside within the county who choose not to attend Fortune School may attend any school within the county according to county and/or local school district policy. Parents and guardians of each student enrolled in Fortune School are informed on admission forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Fortune School, except to the extent that such a right is extended by the local education agency.

O. RIGHTS OF COUNTY OFFICE OF EDUCATION EMPLOYEES

“The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.”

-California Education Code section 47605.6(b)(5)(O)

No employee of the Sacramento County Office of Education shall be required to work at Fortune School. Members of Fortune School staff who leave employment with Sacramento County Office of Education to work at Fortune School shall not have any right to return to employment within the County Office of Education without prior consent by the County Office of Education.

Employees of Fortune School who were not previous employees of the County Office of Education will not become employees of the County Office of Education and will not have the right to employment within the County Office of Education upon leaving employment of Fortune School. Upon dismissal from Fortune School, no previous county office employee may return to the county office for employment without the prior written consent of the county office.

P. CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.”

-California Education Code section 47605.6(b)(5)(P)

Closure of the Charter School will be documented by official action of the FSE Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify staff, parents and students of the Charter School, the

Sacramento County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the charter school of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the FSE Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the resident districts with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Fortune School of Education will maintain student records for a term and in a manner consistent with applicable federal and state law.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the charter school will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the Sacramento County Office of Education promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School. The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School, and upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the Sacramento County Office of Education or Sacramento County Office of Education property will be promptly returned upon Charter School closure to the Sacramento County Office of Education. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions

established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the FSE Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix I I, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.”

-California Education Code section 47605.6(h)

Budgets

A financial plan for the Charter School, including an operational budget and three-year cash flow and financial projections, is attached as **Appendix I I**.

Financial Reporting

Financial Systems and Processes

FSE will continue to perform the business operations for Fortune School. The Chief Financial Officer oversees those services to ensure that they are meeting the needs of the Charter School. FSE organizes the Charter School’s chart of accounts in an accounting software package that accommodates all reporting needs.

Accounting System

FSE uses Escape! School Finance Software to maintain its financial records. This is a fully integrated fund accounting package developed for California public schools that includes modules for accounts payable, accounts receivable, payroll, purchasing, inventory and cash management in addition to the general ledger. The chart of accounts allows for a user defined account code structure that can accommodate the SACS account segments.

Budget and Financial Reporting Schedule

Fortune School annually prepares and submits its financial information to the Sacramento County Office of Education as follows in accordance with Education Code Section 47604.33:

- On or before July 1, a preliminary budget for the next fiscal year
- On or before July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5

- On or before December 15, an interim financial report which reflects changes to the preliminary budget through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
- On or before March 15, a second interim financial report which reflects changes to the preliminary budget through January 31
- On or before September 15, a final unaudited financial report for the prior full fiscal year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Other Financial Reports

Fortune School utilizes Aeries, a student information system for attendance and CALPADS reporting, which complies with state law and the County Office of Education's requirements. Fortune School is a direct-funded charter school. Fortune School deposits its funds in a non-speculative and federally insured bank account for use by the Charter School. Fortune School provides the following reports that are required by law, including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, the School Accountability Report Card ("SARC"), all financial reports required by Education Code Sections 47604.33 and 47605.6(m), and the LCAP.

Insurance

Fortune School secures and maintains, as a minimum, insurance as set forth below to protect Fortune School from claims that may arise from its operations. The following insurance policies are required:

3. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Fortune School of Education (employer) from claims under Workers' Compensation Acts, which may arise from its operations.
4. Educator Legal, Professional Liability, General Liability, and Employee Benefits having a coverage limit of no less than \$5,000,000 per occurrence/claim and \$10,000,000 in the aggregate, and a per occurrence deductible of no greater than \$10,000. Fortune School's current policies exceed these limits.
5. Fiduciary liability and crime policies coverage shall be no less than \$1,000,000 per occurrence/claim and \$2,000,000 in the aggregate.
6. Property damage coverage sufficient to replace, at current market value, and with any required or necessary code upgrades, all personal real property (unless excused from providing such coverage by a property owner of leased property), fixtures and personal property owned or under the care, custody, or control of Fortune School.

Insurance Certificates

Fortune School keeps on file certificates signed by an authorized representative of the insurance carrier. Certificates are endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the county office of education. The Board, the Sacramento County Office of Education and its officers, and its employees shall be named as additional insured's on such policy. Copies of certificates and notices shall be sent by the insurance carrier directly to the Board and SCOE.

Optional Insurance

Should Fortune School deem it prudent and/or desirable to have insurance coverage for auto liability, damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the county office of education and its purchase shall be the responsibility of the charter school.

ADMINISTRATIVE SERVICES

“The manner in which administrative services of the charter school are to be provided.”

-California Education Code section 47605.6(h)

Fortune School’s CFO is responsible for administering the Charter School under policies adopted by FSE. The Charter School works with FSE for the provision of much of its administrative services. FSE has a demonstrated track-record of experience managing California public funds. FSE meets Fortune School’s service needs based on mandatory state data tracking and reporting requirements. Administrative services include human resources, payroll, accounts payable, student accounting (attendance, CALPADS), food service program management and financial reporting.

Pursuant to California Law, the Sacramento County Office of Education will continue to be required to provide oversight and performance monitoring services, including, but not limited to, monitoring charter school and student performance data, reviewing the Charter School’s financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter material revisions and renewal requests.

Fortune School will coordinate with the County to report pertinent STRS payroll data if STRS is offered. The County may request a reasonable fee for coordinating this transfer of data. Fortune School remains responsible for obtaining its own health benefits via small business plan type offerings from local vendors (e.g., Kaiser and Principal Life Insurance Company). Employee benefits include health, dental, and vision insurance.

Fortune School may elect to purchase administrative services from the County upon mutual agreement between both parties. Such services may include site budgeting, instructional programs, development, custodial services, food services, accounting, payroll and purchasing services, and some degree of personnel support. Specific terms of most of these services shall be covered by the memorandum of understanding. Fortune School reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

POTENTIAL CIVIL LIABILITY EFFECTS

“Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education.”

-California Education Code section 47605.6(h)

Fortune School is operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Fortune School will continue to work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of Fortune School.

Further, Fortune School intends to enter into a memorandum of understanding with the County, wherein Fortune School will hold harmless, defend, and indemnify the County for the actions of Fortune School under this charter.

The corporate bylaws of Rex and Margaret Fortune School of Education provide for indemnification of Fortune School's Board, officers, agents, and employees, and Fortune School has purchased and shall maintain general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the County and Fortune School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of Fortune School.

The FSE Board will continue to institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

The Charter School does not anticipate any potential liability effects on school districts where the Charter School may locate sites under this charter.

GENERAL PROVISIONS OF THE PROPOSED CHARTER

Charter Renewal Term

The term of this charter renewal shall be July 1, 2021 through June 30, 2026. This charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Material Revisions

Material revisions of this charter may be made in writing with the mutual consent of the Sacramento County Office of Education, Sacramento County Board of Education and the Fortune School governing board. Material revisions shall be made pursuant to the standards, criteria, and timelines set forth in Education Code sections 47605.6 and 47607; provided, however, that Fortune School shall not be required to obtain petition signatures prior to making material revisions to the charter.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of Fortune School and the Sacramento County Office of Education. The county office of education and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely and good faith manner.

Miscellaneous

The Sacramento County Office of Education and Fortune School shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the County Office and Fortune School. The MOU may include, but not be limited to, the following:

- special education services and funding formulas;
- transportation and food services to be provided by the County Office, if any;
- services to be purchased by Fortune School from the County Office, and the fee schedule for such services;
- details of the oversight and monitoring relationship between Fortune School and the County Office;
- mutual indemnification from loss;
- cash advances to handle cash flow issues, if necessary;
- charter school's receipt of mandated cost reimbursement;
- fiscal reporting requirements to the state, either independently or through the County Office, and
- County Office of Education support for Fortune School in seeking additional funding.

Fortune School may purchase administrative services from the County Office of Education upon mutual agreement between both parties. Such services include site budgeting, instructional programs, development, custodial services, food services, accounting, payroll and purchasing services, and some degree of personnel support. Specific terms of most of these services should be covered by the MOU. Fortune School reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

The Sacramento County Office of Education shall provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the Charter School's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

The MOU delineates the liability of the Sacramento County Office of Education if Fortune School should default. As a nonprofit organization, Fortune School anticipates that the County Office's liability will be limited as long as the county office of education performs its oversight functions, according to law.

Communication and Notices

All official communication between Fortune School and the Sacramento County Office of Education shall be sent via first class mail or other appropriate means to Fortune School's President/CEO and the Superintendent of the Sacramento County Office of Education, at the following locations.

Fortune School of Education
2890 Gateway Oaks Drive, #100
Sacramento, CA 95833

Office of the Superintendent
Sacramento County Office of Education
10474 Mather Boulevard / P.O. Box 269003
Sacramento, CA 95826-9003

APPENDIX I

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**Sacramento County Office of Education
Recommended Findings of Fact
Fortune School of Education
Sacramento Countywide Benefit Charter Petition**

BACKGROUND

On December 3, 2010, the Sacramento County Board of Education (SCBE) received a countywide benefit charter petition from Fortune School of Education (Fortune or Petitioner). On December 10, 2010, Petitioner completed the petition package by supplementing the petition with additional documents. Petitioner further supplemented the petition on January 19 and 20, 2011. [See Attached Supplemental Materials] The deadline for SCBE to hold a public hearing is February 8, 2011. Following the review of the petition and the public hearing, SCBE must either approve or deny the petition by March 10, 2011. If SCBE denies the petition, Petitioner has no right of appeal.

Fortune is proposing a public charter school system of ten Pre-K-12 college preparatory schools with full enrollment of 4,710 students by the fall of 2025. The aim of the proposed schools is to close the achievement gap for the Sacramento region's lowest performing subgroup by increasing the availability of a rigorous, college preparatory, Pre-K-12 program for African American students throughout the county. Fortune states that its mission is to graduate high-achieving students of good character who are prepared for college and citizenship in a democratic society. Students would participate in a rigorous, college preparatory program that is characterized by low student-teacher ratios, an extended instructional day, frequent assessments to monitor student progress, and series of intensive interventions that are focused on quickly accelerating the learning of scholars who are far below grade level.

Petitioner envisions opening one K-8 school each year for the next six years, beginning with 160 students in K-3 in the fall of 2011, and adding a grade level each year until each school serves 496 students in grades K-8 by the fall of 2021. Pre-K programs would open annually at each of the six K-8 campuses, starting in the fall of 2013 through the fall of 2019. Fortune intends to open three high schools, which the six Pre-K-8 schools would feed into, beginning with 9th grade and opening every two years from the fall of 2017 through the fall of 2022.

Fortune plans to lease commercial property or community owned buildings for each of its school facilities, yet reserves the right to seek facilities from school districts under Proposition 39. Fortune would locate its first school along the border of the Sacramento City Unified and Elk Grove Unified school districts. It intends to locate its other nine schools in three regional zones in areas that it has identified as having the lowest performing schools in Sacramento County with a numerically significant population of African American children performing at levels below the school wide API. More specifically, it would open two K-8 schools and one high school in an area encompassing five schools in the Sacramento City Unified School District. It would open two K-8 schools and one high school in an area encompassing six schools in the

Elk Grove Unified School District. Additionally, it would open two K-8 schools and one high school in an area encompassing ten schools in the Natomias Unified School District and eight schools in the Twin Rivers Unified School District.

Fortune has experience in starting and operating charter schools, as Petitioner currently operates Hardy Brown College Prep in San Bernardino, which opened in August 2010. Two of Fortune's founding members were instrumental in opening St. HOPE Public School 7 (PS7) in the Sacramento City Unified School District, which has improved student achievement and attained superior rankings on the Academic Performance Index (API).

INTRODUCTION AND STANDARD OF REVIEW

The charter school law and Board policy require SCBE to review the petition using specified criteria. This process involves review of the petition, other materials required by State Board of Education regulations and Board policy, as well as input obtained through the public hearing process.

SCBE may approve this petition only if it is satisfied that approving the charter is consistent with sound educational practice, and that the charter school has reasonable justification for why it could not be established by a petition to a school district pursuant to Education Code section 47605. In addition to the other requirements of law, SCBE must find that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. [EC 47605.6(a)(1),(b)]

SCBE must deny the petition if it finds one or more of the following grounds set forth in Education Code section 47605.6(b)(1) through (5):

- 1) The charter school presents an ***unsound educational program*** for the pupils to be enrolled in the charter school.
- 2) The Petitioner is demonstrably ***unlikely to successfully implement*** the program set forth in the petition.
- 3) The petition does not contain the ***number of signatures*** required by subdivision (a).
- 4) The petition does not contain an ***affirmation of each of the conditions*** described in subdivision (d) [e.g., meet all statewide standards, conduct statewide assessments, consult with parents and teachers on a regular basis].
- 5) The petition does not contain reasonably ***comprehensive descriptions*** of all of the 17 elements listed in Education Code section 47605.6(b)(5)(A) through (Q).

SCBE may also deny the petition for a countywide charter on "any other basis that the board finds justifies denial of the petition." [EC 47605.6(b)(6)]

SCBE may impose any additional requirements that it considers necessary for the sound operation of a countywide charter school. [EC 47605.6(b)]

SUMMARY OF ANALYSIS

Based upon review by SCOE staff with expertise in each of the areas addressed in the charter petition, the Fortune charter-petition describes a sound educational program that would be of educational benefit to the pupils who attend. Petitioners have presented a realistic, balanced budget and appear likely to successfully implement the program set forth in the petition.

Based upon analysis of the petition and the applicable law, it is recommended that SCBE approve the Fortune countywide benefit charter petition so long as the SCBE is satisfied that Fortune has reasonable justification for why the charter school could not be established by petition to a school district pursuant to Education Code section 47605 and makes other required findings. Fortune has petitioned to open 10 schools in Sacramento County. If SCBE decides to approve the petition, it may approve the opening of all 10 schools. Alternatively, SCBE may elect to approve one or more schools in specified locations, and establish conditions on the opening of future school sites. [EC 47605.6(b)]

If the petition is approved by SCBE, Fortune will be required to meet each of the conditions set forth in Board Policy 2400, section III(i) before opening any schools, including securing appropriate school facilities, acceptance as a member of a SELPA, providing certain written assurances, and satisfying any other conditions approved by SCBE. [EC 47604.4(b), 47605.6(b)]

ANALYSIS OF PETITION AND RECOMMENDED FINDINGS OF FACT

This analysis will review each of the areas specified in Education Code section 47605.6, the applicable requirements set forth in Title 5 of the California Code of Regulations (5 Cal. Code Regs.) section 11967.5.1, and Board Policy (BP) and Administrative Rules and Regulations (ARR) on Charter School Petitions (BP 2400 and ARR 2400). These sections are attached for convenient reference.

I. PRELIMINARY REQUIREMENTS

A. Signatures and Notice

- Petitioner has provided a countywide benefit charter school petition that includes the required technical documents and affirmations.
- Fortune has obtained the signatures of 123 parents who are meaningfully interested in having their students attend Fortune, which is at least one-

half of the number of students projected to be enrolled for its first year of operation in the fall of 2011. [EC 47605.6(a)(1)(A)]

- On November 5, 2010, Fortune notified the Elk Grove, Folsom Cordova, Natomas, Sacramento City, San Juan and Twin Rivers Unified School Districts by letter that it was submitting a charter school petition to open ten schools countywide. [EC 47605.6(a)(1)(A)]
- The Fortune petition merits preference by SCBE as Petitioner demonstrates the capability to provide comprehensive learning experiences to pupils identified by Petitioner as academically low-achieving pursuant to the standards established by the California Department of Education. [EC 47605.6(i)]

B. Required Findings

- Education Code section 47605.6(a)(1) states that a county board of education may only approve a countywide charter if it finds that the charter school will offer educational services to a pupil population that will benefit from those services, and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code section 47605.6(b) provides that SCBE may grant a countywide charter only if it is satisfied that the granting of the charter is consistent with sound educational practice, and that the charter school has a reasonable justification for why it could not be established by petition to a school district.
 - The Fortune petition sets a goal of eliminating the achievement gap for the Sacramento region's lowest performing subgroup by increasing the availability of a rigorous, college preparatory, Pre-K-12 program for African American students throughout the county. The petition notes that this achievement gap exists for African American students across Sacramento County and in each of the county's school districts. Fortune is modeling its educational program after that of PS7. It presents evidence that PS7 has eliminated this achievement gap, with African American students who attend PS7 surpassing White student performance in the county in both English language arts and mathematics. Fortune reports that in February 2010, 100 percent of the PS7 students who entered St. HOPE's Sacramento High School passed both the English language arts and mathematics portions of the California High School Exit Exam and that PS7 has demonstrated significantly higher student performance than public schools serving similar populations. Thus, the educational program being proposed has a demonstrated record of success for this student population.

- The SCBE may grant the petition only if it is satisfied that Fortune has reasonable justification for why the charter school could not be established by petition to a school district pursuant to Education Code section 47605. [EC 47605.6(b)] After the public hearing, the Board will need to make this determination. In staff's view, one of the stronger arguments in favor of such a determination is that, given Fortune's plan to address a countywide problem, requiring Fortune to petition each district before seeking a countywide charter from the SCBE could nullify the purpose of the countywide charter statute.

C. Potential Effects of Charter School

- Pursuant to Education Code section 47605.6(h), Petitioner has provided the following on the topic of the potential effects of the charter school:
 - Facilities: Petitioner offers a detailed discussion on page 78 and in Appendix 25 regarding the proposed operation of the charter school facilities. Fortune intends to lease commercial property for each of its school sites.
 - Administrative services: Petitioner anticipates that it will provide its own administrative services independent of SCOE. If Fortune desires to purchase administrative services from SCOE, it will do so upon mutual agreement of the parties.
 - Civil liability effects: Pages 76-77 indicate that Petitioner plans to purchase all appropriate insurances naming SCBE, SCOE, its officers, and employees as additionally insured. Furthermore, Petitioner intends to indemnify, hold harmless, and defend SCOE, its officers, directors, and employees from claims related to Fortune's errors and omissions, and asserts that SCOE shall indemnify, hold harmless, and defend Fortune from claims relating to SCOE's errors or omissions. As a condition of approval, SCBE may wish to require Fortune to indemnify, hold harmless, and defend SCBE, SCOE, and its officers and employees from any claims related to the approval, opening, or operation of the charter. Fortune does not anticipate any potential liability effects on school districts where the charter school may locate its sites under this charter. (See page 81 of the petition.)

II. AFFIRMATIONS

Pursuant to Education Code section 47605.6(d), the petition affirms that it will meet all statewide standards, conduct statewide assessments, and consult with parents and teachers on a regular basis.

Pursuant to Education Code section 47605.6(e), pages 53, 66, and 67 of the petition contain clear affirmations that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate against any pupil on the basis of race, color, religion, gender, national origin, disability, or any other protected class under federal, state, or local law.

The petition states that Fortune will actively recruit a diverse student population, that admission will be open to any California resident, and that all students will be considered for admission without regard to race, ethnicity, national origin, gender or disability. Admission will not be based on prior student performance or admission testing.

Education Code section 47605.6(e)(2) requires that charter schools shall admit all pupils who wish to attend the school, and that if the number of pupils who wish to attend exceeds capacity, attendance, except for existing pupils, shall be determined by a public random drawing. The petition states that if the number of applications does not exceed the capacity of the charter school, all students who submit "qualified applications" will be enrolled. If the number of students seeking admission to any grade level exceeds capacity, a random public lottery will be held, except for existing pupils. The supplemental materials provided by Petitioner on January 19, 2011 define a qualified application as a complete student application. The sample student application requires supporting documents such as a birth certificate, immunization records, and residence verification that are consistent with the practices of traditional public school districts. However, the student application also requires records that do not normally appear to be required by traditional public schools, such as student discipline records and a valid California Driver's License. While Fortune may ask parents for such records, it may not deny admission to any student for failure to provide them.

III. ABILITY TO SUCCESSFULLY IMPLEMENT THE INTENDED PROGRAM

Under Education Code section 47605.6(b)(2), SCBE must deny a petition for the establishment of a charter school when petitioners are "demonstrably unlikely to successfully implement the program set forth in the petition."

A. FINANCIAL ANALYSIS

One of the most crucial elements in assuring that the charter school program can be successfully implemented, along with competent staff, is a realistic financial and operational plan. [5 CCR 11967.5.1(c)(3)]

The petition described reasonable recruiting techniques that have proven successful with the opening of another charter school by the Fortune management team (Hardy Brown College Prep). The attendance records of this charter school and Fortune's Model School (PS7) were also

included as evidence of the reasonableness of the attendance rates used by this petition. Assuming this charter has similar success, the revenue limit projections appear reasonable.

The budget assumptions for expenditure items were provided on a detailed line item basis to help our review in this area. The expenditures are reasonable for the program described in the petition.

The Special Education budget assumptions start on page 179 of the petition. Specific budgeted amounts included in the proposed budget appear to be adequate. Should an unexpected expense be incurred, the projected Ending Fund Balance should be enough to cover such a contingency.

The cash analysis provided in the cash flow statements is sufficient. The 2011/12 year has enough excess cash to cover expenditures. In 2012/13 and 2013/14, some shortfalls exist for short periods of time; however, Fortune has a contingency plan that is currently working with its other charter school. Fortune has cash reserves to cover these shortfalls if necessary.

The Chief Financial Officer working for Fortune has worked with SCOE for years in the areas of school finance, with recent work in charter schools. Her knowledge in the area of charter school finances is extensive, and she has been a resource to other charters in the area of charter finances.

Assuming the charter operates as provided in the petition, the budget is reasonable and realistic.

B. ADMINISTRATIVE AND OPERATIONAL PLAN

Applicable regulations set forth a number of additional factors to consider in determining whether Petitioner is likely to successfully implement the program set forth in the petition, including Petitioner's past history of involvement in charter schools or other education agencies, along with the financial, operational, and administrative services plan. [5 CCR 11967.5.1(c)]

The petition, on pages 75-82, describes the plan for administrative services, data management, contract services, and financial administration in a comprehensive manner. Based on the descriptions, and Fortune's past history of involvement in charter schools and other educational agencies, Petitioner appears to have the ability and expertise to carry out these functions.

Petitioner intends to carry adequate insurance in the required areas, and to name the SCBE, SCOE, and its officers and employees as additionally

insured. SCBE may wish to require Fortune to hold harmless, defend, and indemnify the SCBE, SCOE, and its officers and employees from any claims related to the approval, opening, or operation of the proposed charter schools.

Fortune has also provided a general facilities plan, including the site and space requirements and floor plans for each classroom of its first school, and has adequately budgeted for such facilities. Fortune intends to lease commercial property or community-owned buildings for each of its school sites, yet reserves the right to seek facilities from school districts under Proposition 39. (See page 80 of the petition.) Although it does not appear that Fortune has secured the facility for the first school site yet, the facilities proposal identifies the space requirements and room needs for the first school facility to support the intended students.

IV. PROGRAM ANALYSIS

The Petition's Description of the 17 Required Elements

Pursuant to Education Code section 47605.6(b), a petition's failure to include a reasonably comprehensive description of all of the 17 listed statutory elements is grounds for SCBE to deny a charter petition. These elements are each discussed below.

To be "reasonably comprehensive," staff considered whether each statutory element contained a description that includes information that is substantive; that includes elaboration; that addresses all aspects of the required charter petition elements; that is specific to the charter petition being proposed; that describes the program to a sufficient degree; that improves pupil learning; that increases learning opportunities; and for which accountability and legal compliance can be reasonably foreseen and assured. Therefore, mere quoting of the law or general statements of educational practices without detailed information of how it will be accomplished by Petitioner do not suffice.

In considering if the petition should be approved or denied, the SCBE should take into account that its future oversight and enforcement of the charter school will be based on the charter petition itself, as the petition serves as the contractual document regulating the services promised to prospective students.

A. The Soundness and Description of the Educational Program

Under Education Code section 47605.6(b)(1), the SCBE must deny a charter petition when it presents an "**unsound educational program for the pupils to be enrolled in the charter school.**" Staff review found that the educational program described in the Fortune petition was sound, and included detailed information of how the program would be implemented.

The petition provides sufficient and reasonably comprehensive descriptions of the various elements that would describe a sound educational program enabling prospective students to close the achievement gap and earn high school diplomas.

1. The charter petition is consistent with sound educational practice.

The petition demonstrates a thorough grounding in delivering a standards-based system using state board adopted texts for both on-grade level and intensive intervention students.

On page 10, the petition states: "Fortune School's instructional approach is to have fidelity to standards-based, state-adopted instructional materials." The petition then goes on to list not only the core curriculum materials that are state board approved but the intensive program material as well. (See chart on page 11 of the petition.)

Fortune uses "criteria described in the Frameworks for California Public Schools" to select materials. The criteria include: Assessment, Skills Development, Intervention, Re-Teach, Hands-On Learning, English Language Learners, and African-American Vernacular English. (See page 10 of the petition.)

The sample lesson plans in Appendix 4 demonstrate a clear focus on standards, fidelity to the program, formative assessment and differentiation.

2. The charter petition contains a detailed description of the intensive intervention program.

Mathematics

Fortune has identified students requiring intensive intervention in mathematics as those who score 50 percent and below on the curriculum-embedded/entry-level diagnostic assessment, and are seriously at risk of failing to meet standards. Fortune details the instructional materials used and the time requirement necessary to support these students. On page 18, the petition states: "All students at Fortune School will participate in the core *Harcourt Math* and *Holt Mathematics* programs in grades K-7. Students requiring intensive intervention in math will also participate in the *Harcourt Fast Forward Math* program for an additional 30 minutes each day. This group of students will be required to attend Intersession and Summer Session until they meet the grade standards."

In order to support the goal of all students proficient in Algebra I by 8th grade, students not ready for Algebra I will be placed in the

Holt Algebra Readiness program in the summer before 8th grade. The petition states on page 18, "Students will continue through an intensive intervention until they are prepared for Algebra I...Students will be expected to complete Algebra I prior to entering the 9th grade. This means students will be required to follow an intense, structured plan that will require additional time after school, during Intersessions, Summer Sessions and Saturdays."

English Language Arts

Fortune has identified intensive students as those who score 50 percent and below on the curriculum-embedded/entry-level diagnostic assessment, and are seriously at risk of failing to meet standards. Fortune details the instructional materials used and the time requirement necessary to support these students. (See page 16 of the petition.) Consistent with the California Framework, intensive learners at the 4th-12th grade levels will be placed in a state adopted program, *California Gateways*. Intensive learners in grades K-3 will be in the regular core program with additional support from the Reading Mastery, when needed.

On page 16, the petition states that students will be placed at the appropriate level of the intensive intervention program. Fortune maintains the goal of students progressing rapidly through the intensive intervention program toward successful reentry into the core English language arts program. Both of these practices are critically important and consistent with the recommendations found in the California Framework for English Language Arts.

3. The Petition demonstrates the ability to serve English learners and students requiring special education services.

English Learners

Federal provisions require that in addition to the rest of the core curriculum, English learners (ELs) in public schools must receive a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible. [20 United States Code (USC) 1703[f] and 6825[c][1][A]; *Castañeda v. Pickard* (5th Cir. 1981)]

The charter petition fully addresses the instructional program and materials to be used for ELs. The Plan for English Learners section includes details about the curriculum and instructional methods that will be used. *Specially Designed Academic Instruction in English (SDAIE)* strategies will be employed.

Parents and guardians must be given information about their child and school-related reports and activities in a format, and to

the extent practicable, in a language parents can understand. [20 USC 6318(e)(5); EC 48985; NCLB 1111(h)(6)(C) and 3302(c)].

On page 20, the petition notes that parent letters, school reports, and notices will be translated into the appropriate languages. Additionally, there will be outreach activities and trainings conducted for parents of ELs.

Special Education

As the charter school is expected to serve students with special needs, the petition must demonstrate the ability to identify and serve these students.

Petitioner indicates that it intends to use the same team of special education experts and the same plan for special education that it is currently implementing at its other charter school, Hardy Brown College Prep. Fortune is a Local Education Agency (LEA) member of the El Dorado County Charter SELPA for Hardy Brown College Prep, and intends to apply for membership to the same SELPA for its proposed countywide charter schools.

The petition includes the special education plan for Hardy Brown College Prep. Assuming that Fortune implements the same special education plan for its proposed countywide charter schools, the staff's review has determined that it would be of educational benefit to students with special needs who attend the school. The plan describes the process to identify and serve students who qualify for special education, how the school will provide or access special education programs and services, Petitioner's understanding of its responsibilities under special education law and how it intends to meet those responsibilities. If accepted to the El Dorado County Charter SELPA, Fortune will be required to provide the required written assurances of Petitioner's plan for compliance with federal and state education law and the SELPA, and demonstrate that it can fully implement the requirements of the local plan and meet the needs of all eligible students enrolled in the charter school. Fortune has provided a copy of the written assurances provided as LEA for Hardy Brown College Prep.

Based on the above description, the petition presents a sound educational program for the students to be enrolled in the charter school, and contains a reasonably comprehensive description of the educational program.

B. Element B – Measurable Pupil Outcomes

The petition specifies measurable pupil outcomes in the following three areas:

- Student academic outcomes
- Student character outcomes
- School-wide outcomes

For student academic outcomes, the proposal specifies mastery of the California Content Standards in mathematics, English language arts, science and history/social science, and acceptance into a four-year university without remediation. For ELs, proficiency in English and reclassification to fluent-English proficient is an additional outcome. These are skill and knowledge outcomes that reflect Petitioner's primary objective that every child demonstrate mastery of those standards.

For student character outcomes, the proposal specifies community awareness; commitment to serving the community; teamwork; experiences in a variety of learning environments; and strong study skills, work ethic, and social skills. These skills, knowledge, and attitude outcomes are aligned with one of Petitioner's "five pillars," specifically, citizenship.

The school-wide outcomes specified in the proposal that are directly related to pupil outcomes are in the area of maintaining safe and secure campuses. These are student behavioral outcomes related to the Petitioner's specified academic and character outcomes.

In addition, Petitioner has stated that, as part of the school-wide outcome of providing a high-quality educational program, their schools' API will exceed the average performance level of schools with similar demographics. The petition also notes that all of their schools will achieve an API of 800 within five years of opening. The petition provides clear descriptions of instructional strategies and how they support students to achieve mastery of standards.

On pages 12-14, the petition lists a number of strategies with descriptions on how they are used to support students. Listed below are four of the six strategies with specific details:

- Differentiated Instruction and Standards-based Instruction: "Instruction...will be delivered through a variety of modalities (auditory, visual, multi-media, "hands-on") and flexible grouping strategies (whole class, cooperative groups, project-based learning)...all teachers will collect, analyze and reflect upon student

achievement data on a weekly basis to...ensure that all students' needs are being met."

- Low Student-Teacher Ratios: "We will seek to limit class sizes to 20 students in primary..., and 25 students in...grades (4-12). For students needing intensive intervention in math and reading, student teacher ratios will ideally be no more than 10:1."
- Individualized Learning Plans: "Fortune School will create Individualized Learning Plans (ILP) for each student based on assessed needs...The ILP's map out each student's entry point into their respective grade level standards, the goals being set academically, linguistically and socially for that child and what the school will do to ensure the student meets these goals." (See Appendix 2 in the petition for a sample ILP.)
- Extended Day and Year: "Fortune School will provide more instructional time for students through an extended-day schedule (up to 60% more instructional time annually than traditional public schools), before and after school tutoring, Saturday School, and Intersession instructional programs (45 additional days of instruction) in the Fall, Spring, and Summer."

The Interventions and Universal Access Flow Chart highlights the structure of support for benchmark, strategic, and intensive students. Included are entry-level assessments, cut scores, instructional materials, and strategies and time frames. (See page 13 of the petition.)

Further details on pages 15-18 underscore the careful planning for strategic and intensive students. On page 15, the petition states: "Weekly grade-level collaboration among our highly-qualified teachers of strategic and intensive learners will also provide powerful support for these students and allow for fluid movement in and out of [intervention] support. Grade-level collaborations will be highlighted by analysis of student achievement data, developing Individualized Learning Plans...for each student, grouping students according to assessed needs, building time in the instructional day for re-teaching, and the continuous development of plans to accelerate all students to mastery of grade-level standards."

Page 20 of the petition asserts that Fortune will develop, implement and maintain policies and procedures for ELs in accordance with legal guidelines. It also outlines the elements in the process for the initial identification of ELs, including the identification of the student's home language and conducting the English language assessment with the California English Language Development Test (CELDT). The only procedure lacking in the petition is a description of the process that will be

used to conduct the required initial, diagnostic assessment for ELs in the students' primary language [EC 52164.1(c)].

On page 21, the petition describes the process and criteria that will be used to reclassify ELs to fluent-English proficient status as required by Education Code section 313(d). Additionally, the petition notes that ELs who become fluent-English proficient will be monitored for at least two years after their reclassification, as required.

Based on the above discussion, the petition contains a reasonably comprehensive description of the measureable pupil outcomes identified for use by the school.

C. Element C – Measurement of Pupil Progress

Fortune identifies the methods by which pupil progress in meeting the specified outcomes would be assessed. For the student academic outcomes, Petitioner would use the following assessments:

1. State/National Standardized Annual Assessments
 - Tests in the California Standardized Testing and Reporting (STAR) Program:
 - California Standards Tests
 - California Modified Assessment
 - California High School Exit Examination
 - Early Assessment Program
 - California English Language Development Test
 - Advanced Placement Examinations
2. More Frequent Classroom Assessments (tests included in curriculum)
 - Entry-level assessments
 - Benchmark assessments
 - Chapter assessments
 - Unit assessments
 - Writing assessments

The university acceptance outcome will be measured by the percentage of seniors who apply to a four-year university, the percentage who are accepted, and the percentage who complete the University of California's "a-g" coursework requirements.

Pupil progress in meeting the student character outcomes would be measured at least annually by, among other things, tracking the percentage of students who complete an annual service project, present a group project, visit a college, and complete an internship with a community-based business or organization. Other measures include attendance, grade-point averages, and surveys of parents and visitors.

The school-wide outcome of maintaining safe and secure campuses would be assessed by tracking disciplinary referrals, suspensions, expulsions, violence, truancy, and drop-outs.

Taken together, these methods by which pupil progress (in meeting the specified pupil outcomes) would be measured are objective measures that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress toward the specified outcomes, and to evaluate the effectiveness of and modify instruction for individual students and groups of students.

Fortune includes a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the school's educational program. Fortune would use Web-based tools, weekly grade reports, monthly progress reports, quarterly report cards, weekly data and reflection reports submitted by teachers, and weekly grade-level and department meetings for these purposes. Data on pupil achievement would be used to develop students' ILPs, monitor individual student progress, modify instruction to meet student needs, and keep students and their parents aware of student progress.

Pursuant to Education Code section 47605.6(d)(1), charter schools must conduct all of the state testing required of pupils in non-charter public schools. On pages 20-21, the petition addresses the use of the CELDT for initial identification, reclassification, and annual English language proficiency assessment, as required. The CELDT and other required tests are also addressed in the assessment section of the petition on pages 28-34.

Under Measures for Academic Outcome Six on page 41 of the petition, there are two areas where "Hardy Brown College Prep" is erroneously named instead of Fortune.

Based on the above discussion, the petition contains a reasonably comprehensive description of the methods by which pupil progress in meeting the identified pupil outcomes is to be measured.

D. Element D – The Location of Each Charter School Facility

Education Code section 47605.5(b)(5)(D) requires a reasonably comprehensive description of the location of each charter school facility that Petitioner proposes to operate.

The petition discusses the location of school facilities on pages 78 and 80 and in the supplemental petition materials submitted on January 19, 2011. Fortune plans to lease commercial property or community-owned buildings for each of its school facilities, yet reserves the right to seek facilities from school districts under Proposition 39.

The petition states that Fortune would locate its first school along the Sacramento City Unified and Elk Grove Unified school district border. Fortune intends to locate its other nine schools in three regional zones in areas that it has identified as having the lowest performing schools in Sacramento County with a numerically significant population of African American children performing at levels below the school-wide API. More specifically, it would open two K-8 schools and one high school in an area encompassing five schools in the Sacramento City Unified School District. It would open two K-8 schools and one high school in an area encompassing six schools in the Elk Grove Unified School District. Additionally, it would open two K-8 schools and one high school in an area encompassing ten schools in the Natomas Unified School District and eight schools in the Twin Rivers Unified School District. The supplemental petition materials include three maps outlining each area where the proposed schools would be located.

As the precise facilities may appropriately be determined by the circumstances and educational needs that exist at the time each proposed school may open between 2011 and 2025, the description of the location of the proposed charter schools is reasonably comprehensive at this time. According to Board Policy 2400, section III(i)(1), if approved, Fortune will be required to demonstrate that it has secured appropriate facilities before it opens and operates its charter schools.

Based on the above discussion, the petition contains a reasonably comprehensive description of the location of each charter school facility that the petitioner proposes to operate.

E. Element E – Governance Structure of the School

Page 48 of the petition states that the countywide charter will be governed by the Fortune School of Education Board of Directors. The Fortune School of Education Board of Directors is a five to seven member board that oversees Fortune. Appendix 11 of the petition indicates that Fortune is a non-profit 501(c)(3) organization. Appendices 9 and 10 of the petition include Fortune's bylaws and evidence of its incorporation. Pages 46-52 introduce the founding group and current Board of Directors, and describe the organizational structure, including responsibilities of the governance team. The petition states the Board of Directors will follow the Public Records Act, as well as hold quarterly meetings in accordance with the Brown Act, wherein members of the school community will have opportunities to address the Board of Directors. Parent involvement is described via "parenthood groups" (page 51), "School Site Council" (page 52), and "parent education and participation" (page 15).

The petition states Fortune will follow the applicable conflict of interest laws applicable to charter schools and non-profit public benefit corporations.

Based on the above discussion, the petition contains a reasonably comprehensive description of the governance structure of the school.

F. Element F – Staff Qualifications

The job descriptions identify general qualifications expected for the various categories of employees whom the school anticipates hiring (e.g., administrative, instructional, instructional support, non-instructional support). The charter petition identifies and briefly describes the duties and qualifications of the following staff positions:

- Principal
- Elementary Teacher
- Education Specialist
- School Secretary
- Parent Liaison
- Custodian
- After School Aides

The job descriptions included in Appendices 14-19 of the charter petition further delineate the duties and qualifications required for each of the positions listed above.

The charter petition specifies that all requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary.

The charter petition provides a thorough description of the education, work experience, credential, degrees, and certifications of the individuals comprising the directors, administrators, and managers of the proposed charter school.

In California, teachers assigned to provide instruction to ELs must be appropriately certified. The charter petition adequately addresses teacher authorizations for teachers assigned to instruct ELs on pages 21 and 57-58.

The petition includes a description of the weeklong professional development on instructional materials that each teacher receives. Teachers will be provided ongoing coaching by an in-house expert on instructional materials throughout the school year and time during Intersessions for more professional development, if needed, and planning. (See page 10 of the petition.)

Based on the above discussion, the petition contains a reasonably comprehensive description of the qualifications to be met by individuals to be employed by the school.

G. Element G – Health and Safety Procedures

Beginning on page 59, Petitioner outlines the health and safety procedures to which Fortune will adhere, and the procedures Fortune will use to implement the enumerated health and safety legal requirements. The qualifications of the staff described in the petition are sufficient to ensure the health and safety of the school's faculty, staff, and pupils. All employees and volunteers will be required to submit to fingerprinting and background clearance prior to beginning employment or volunteer service. The Director of Human Resources will review the Department of Justice (DOJ) database for DOJ and FBI clearances. All students, employees and volunteers must provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for employees and volunteers.

The Student Health section on page 60 indicates that Fortune will provide screening for pupils' vision, hearing, and scoliosis, as required by state and federal laws. Education Code sections 49452 and 49452.5 require

these screenings. Therefore, a more detailed plan for conducting these screenings is recommended.

Based on the above discussion, the petition contains a reasonably comprehensive description of the health and safety procedures.

H. Element H – Achievement of Racial and Ethnic Balance

Education Code section 47605.6(b)(5)(H) requires that a charter petition describe “the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter is submitted.” Under applicable regulations, recognizing the limitations on admissions to charters imposed by Education Code section 47605(d), this element is presumed to have been met, absent specific information to the contrary. [5 CCR 11967.5.1(f)(7)]

Pages 64 and 66 of the petition state that Fortune will actively recruit a diverse student population, and it will use a variety of recruitment strategies to ensure a diverse student body and racial and ethnic balance among students that is reflective of the county, including:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in Sacramento County, including materials in languages other than English to appeal to limited English proficient students.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies.
- Outreach meetings in several areas of the county to reach prospective students and parents. Fortune will keep a record of the number and location of these community presentations.
- Use of brochures, newsletter, TV/radio public service announcements, print and non-print media for outreach communications.
- Discussions and distribution of application materials to SCOE, school district central offices, middle schools, small autonomous schools, district high schools, private schools, and other events and areas where diverse student families might be reached.

- Collaboration with community based organizations to support outreach efforts.
- Focused recruitment of groups that may be underrepresented among the Fortune student population, using brochures, public meetings, and door-to-door outreach.

Given the presumption provided by 5 Cal. Code of Regs. section 11967.5.1(f)(7) and the specified recruitment strategies, the description of the means by which the school will achieve racial and ethnic balance among its pupils is sufficient. However, as the petition expresses an intention to specifically target and serve African American pupils, if the petition is approved, Fortune must ensure that it specifically reaches and recruits pupils from other racial and ethnic backgrounds in order to enable it to achieve a racial and ethnic balance among its pupils that is reflective of the general population of the county.

Based on the above discussion, the petition contains a reasonably comprehensive description of the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of SCBE.

I. **Element I – Independent Financial Audits**

The petition describes an annual independent audit process that is in accordance with state law, and that will involve an audit committee consisting of members of the Fortune governing board to oversee the selection of an independent auditor to conduct the annual audit in accordance with generally accepted accounting principles. The petition proposes that Fortune and SCOE jointly develop the content, evaluation criteria, timelines, and process for the annual report.

Based on the above discussion, the petition contains a reasonably comprehensive description of the independent financial audit.

J. **Element J – Suspension or Expulsion of Students**

The petition lays out in specific detail the description of Fortune's suspension and expulsion process, which references a process that substantially accords with state and federal law. It provides in great detail the prohibited offenses and due process procedures. On page 52, the petition states that the school will comply with the pertinent sections of all federal and state law, and with the student's IEP for the suspension or expulsion of students with disabilities.

Based on the above discussion, the petition contains a reasonably comprehensive description of the procedure by which pupils can be suspended or expelled.

K. Element K – Retirement System Coverage

Compensation for retirement is specified on page 61 of the petition as participation in Federal Social Security. Fortune will also offer an optional 401(k) Plan. Fortune will not participate in CalSTRS for its certificated staff or CalPERS for classified personnel.

Based on the above discussion, the petition contains a reasonably comprehensive description of the retirement system coverage.

L. Element L – Dispute Resolution

The petition, on pages 62-64, provides a reasonably comprehensive description for resolving disputes with the chartering authority. It outlines the process to resolve disputes that do not involve potential revocation, as well as recommended procedures for issues that could lead to charter revocation. Specifically, the petition provides various levels of escalation, identifies the positions that shall participate at each level, and the processes to move from one level to the next. The petition also provides an option to utilize an independent third party mediator if the parties are unable to resolve the dispute.

This section should also include a statement that specifically acknowledges SCBE's prerogative in all cases to independently settle a dispute in lieu of engaging in a dispute resolution process.

Based on the above discussion, the petition contains a reasonably comprehensive description of a dispute resolution process.

M. Element M – Exclusive Public School Employer

The petition on page 62 sufficiently identifies that Fortune shall be deemed the exclusive public school employer of the employees. It notes that for the purposes of the Education Employment Relations Act, Fortune employees have the right to form a collective bargaining unit and to negotiate directly with the charter school.

Based on the above discussion, the petition contains the required declaration, and therefore, includes a reasonably comprehensive description of this element.

N. Element N – Admission Requirements

Education Code section 47605.6(e)(2) requires that charter schools shall admit all pupils who wish to attend the school, and that if the number of pupils who wish to attend exceeds capacity, attendance, except for existing pupils, shall be determined by a public random drawing.

Student admissions and attendance policies are set forth on pages 64-66 of the petition. The petition states that if the number of applications does not exceed the capacity of the charter school, all students who submit "qualified applications" will be enrolled. If the number of students seeking admission to any grade level exceeds capacity, a random public lottery will be held. Fortune proposes to give certain admission preferences that are permitted by law in the following order: children of Fortune school faculty, siblings of current students, pupils who reside in the county, pupils on the waiting list the previous year, and then the general public.

The petition states that admission will not be based on prior student performance or admission testing, and notes that students will not be punished for the failures of his/her parents/guardians in signing or fulfilling the terms of the parent/student contract.

The original petition does not specify what is meant by the term "qualified application." The supplemental petition materials provided on January 19, 2011 define a qualified application as a complete student application. The sample student application requires supporting documents such as a birth certificate, immunization records, and residence verification that are consistent with the practices of traditional public school districts. However, the student application also requires records that do not normally appear to be required by traditional public schools, such as student discipline records and a valid California Driver's License. While Fortune may ask parents for such records, they may not deny admission to any student for failure to provide them.

Fortune's petition affirms on page 64 and in the supplemented materials that all students will be considered for admission without regard to race, ethnicity, national origin, gender or disability. However, as the "Notice of Non Discriminatory Policy" on the student application affirms only that Fortune will admit students of any race, color, national and ethnic origin, the application should be updated to include gender and disability in this Notice provision.

Based on the above discussion, subject to the above caveats, the petition contains a reasonably comprehensive description of the admission requirements.

O. **Element O – Student Attendance Alternatives**

The petition on page 67 contains a reasonably comprehensive description of the public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.

P. **Element P – Rights of Employees**

The rights of employees leaving SCOE employment to work in the charter school are described sufficiently on pages 61-62 of the petition. Sufficient details are provided regarding scenarios of SCOE staff leaving employment to work for the charter, and any reemployment rights of those employees. The petition clarifies that any employee who leaves the employment of SCOE does not have any return rights without SCOE's prior consent.

Based on the above discussion, the petition contains a reasonably comprehensive description of the rights of employees.

Q. **Element Q – Closure Procedures**

The closure procedures outlined on page 80 of the petition cover some but not all of the elements of school closure procedures required by 5 Cal. Code Regs. section 11962. On January 19, 2011, Petitioner supplemented the petition and replaced these provisions with more comprehensive procedures that address all of the legally required procedures for closure, including the notification process, disposal of assets, transfer and maintenance of student and personnel records, completion of reports, and the final audit.

Based on the above discussion, the petition contains a reasonably comprehensive description of the necessary closure procedures.

CONCLUSION

Based on the above analysis, SCOE staff recommends that the SCBE approve the Fortune School of Education Sacramento Countywide Benefit charter, so long as the SCBE is satisfied that Fortune has reasonable justification for why the charter school could not be established by petition to a school district pursuant to Education Code section 47605 and makes other required findings.

Fortune has petitioned to open ten schools in Sacramento County. If the SCBE decides to approve the petition, it may approve the opening of all ten schools. Alternatively, the

SCBE may elect to approve one or more schools in specified locations, and establish conditions on the opening of future school sites.

If the petition is approved by the SCBE, Fortune will be required to meet each of the conditions set forth in Board Policy 2400, section III(i) before opening any schools, including securing appropriate school facilities, acceptance as a member of a SELPA, providing certain written assurances, and satisfying any other conditions approved by the SCBE. [EC 47604.4(b), 47605.6(b)]

2021-2022 BELL SCHEDULES

KINDERGARTEN: Monday, Tuesday, Thursday, Friday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|--|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting / Second Step | 15 minutes |
| Language Arts | 120 minutes |
| Yoga | 15 minutes |
| Mathematics | 120 minutes |
| Lunch | 30 minutes |
| PE / Music (alternating days) | 30 minutes |
| Recess | 15 minutes |
| Science | 30 minutes |
| Humanities | 30 minutes |
| Study Hall / Supper | 15 minutes |
| Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i> | 3:00 pm |

KINDERGARTEN: Wednesday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|--|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting / Second Step | 15 minutes |
| Language Arts | 120 minutes |
| Yoga | 15 minutes |
| Recess | 15 minutes |
| Mathematics | 120 minutes |
| Lunch | 30 minutes |
| Science | 30 minutes |
| Humanities | 30 minutes |
| Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i> | 2:00 pm |

GRADE 1: Monday, Tuesday, Thursday, Friday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|--|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting / Second Step | 15 minutes |
| Language Arts | 165 minutes |
| Yoga | 15 minutes |
| Lunch | 30 minutes |
| PE / Music (alternating days) | 30 minutes |
| Recess | 15 minutes |
| Mathematics | 120 minutes |
| Science | 45 minutes |
| Humanities | 30 minutes |
| Study Hall / Supper | 15 minutes |
| Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i> | 3:45 pm |

GRADE 1: Wednesday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|--|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting / Second Step | 15 minutes |
| Language Arts | 120 minutes |
| Yoga | 15 minutes |
| Recess | 15 minutes |
| Mathematics | 120 minutes |
| Lunch | 30 minutes |
| Science | 30 minutes |
| Humanities | 30 minutes |
| Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i> | 2:00 pm |

GRADE 2: Monday, Tuesday, Thursday, Friday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|--|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting / Second Step | 15 minutes |
| Language Arts | 150 minutes |
| Yoga | 15 minutes |
| Lunch | 30 minutes |
| PE / Music (alternating days) | 30 minutes |
| Recess | 15 minutes |
| Mathematics | 120 minutes |
| Science | 60 minutes |
| Humanities | 30 minutes |
| Study Hall / Supper | 15 minutes |
| Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i> | 3:45 pm |

GRADE 2: Wednesday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|--|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting / Second Step | 15 minutes |
| Language Arts | 120 minutes |
| Yoga | 15 minutes |
| Recess | 15 minutes |
| Mathematics | 120 minutes |
| Lunch | 30 minutes |
| Science | 30 minutes |
| Humanities | 30 minutes |
| Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i> | 2:00 pm |

GRADES 3 & 4: Monday, Tuesday, Thursday, Friday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|---|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting / Second Step | 15 minutes |
| Language Arts | 150 minutes |
| Yoga | 15 minutes |
| Mathematics | 120 minutes |
| Lunch | 30 minutes |
| PE / Music (alternating days) | 30 minutes |
| Recess | 15 minutes |
| Science | 60 minutes |
| Humanities | 30 minutes |
| Study Hall / Supper | 30 minutes |
| Dismissal: <i>Students must be signed out in classroom by parent/guardian (or other authorized adult).</i> | 4:00 pm |

GRADES 3 & 4: Wednesday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|---|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting / Second Step | 15 minutes |
| Language Arts | 120 minutes |
| Yoga | 15 minutes |
| Recess | 15 minutes |
| Mathematics | 120 minutes |
| Lunch | 30 minutes |
| Science | 30 minutes |
| Humanities | 30 minutes |
| Dismissal: <i>Students must be signed out in classroom by parent/guardian (or other authorized adult).</i> | 2:00 pm |

GRADE 5: Monday, Tuesday, Thursday, Friday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|---|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting / Second Step | 15 minutes |
| Language Arts | 150 minutes |
| Yoga | 15 minutes |
| Mathematics | 120 minutes |
| Lunch | 30 minutes |
| PE / Music (alternating days) | 30 minutes |
| Recess | 15 minutes |
| Science | 60 minutes |
| Humanities | 30 minutes |
| Study Hall / Supper | 30 minutes |
| Dismissal: <i>Students must be signed out in classroom by parent/guardian (or other authorized adult).</i> | 4:00 pm |

GRADE 5: Wednesday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|---|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting / Second Step | 15 minutes |
| Language Arts | 120 minutes |
| Yoga | 15 minutes |
| Recess | 15 minutes |
| Mathematics | 120 minutes |
| Lunch | 30 minutes |
| Science | 30 minutes |
| Humanities | 30 minutes |
| Dismissal: <i>Students must be signed out in classroom by parent/guardian (or other authorized adult).</i> | 2:00 pm |

GRADES 6, 7 and 8: Monday, Tuesday, Thursday, Friday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|---|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting | 20 minutes |
| Music / Spanish / PE | 60 minutes |
| Language Arts | 90 minutes |
| Mathematics | 90 minutes |
| Lunch | 30 minutes |
| Humanities | 45 minutes |
| Science | 90 minutes |
| Study Hall | 45 minutes |
| Dismissal: <i>Students must be signed out in classroom by parent/guardian (or other authorized adult) or have a signed dismissal consent form on file.</i> | 4:00 pm |

GRADES 6, 7 and 8: Wednesday

| <i>Activity</i> | <i>Instructional Minutes/Day (bolded)</i> |
|---|---|
| Breakfast | 7:30 am |
| Instruction Begins | 7:45 am |
| Morning Meeting | 20 minutes |
| Language Arts | 70 minutes |
| Mathematics | 70 minutes |
| Lunch | 30 minutes |
| Humanities | 45 minutes |
| Science | 70 minutes |
| Dismissal: <i>Students must be signed out in classroom by parent/guardian (or other authorized adult) or have a signed dismissal consent form on file.</i> | 2:00 pm |

2021-2022 BELL SCHEDULE

| Mon, Tues, Wed, Thur | | Early Release Friday | | Minimum Day (No Lunch) | |
|----------------------|--------------------|----------------------|---------------|------------------------|---------------|
| Period | Time | Period | Time | Period | Time |
| Breakfast | 7:30 – 7:45 | Breakfast | 7:30 – 7:45 | Breakfast | 7:30 – 7:45 |
| Attendance | 7:45 – 7:50 | | | | |
| Morning Meeting | 7:50 – 8:00 | A-1 | 7:45 – 8:15 | A-1 | 7:45 – 8:15 |
| A-1 / B-2 | 8:05 – 9:35 | | | | |
| Nutrition Break | 9:35 – 9:45 | | | | |
| A-3 / B-4 | 9:50 – 11:20 | B-2 | 8:20 – 8:50 | B-2 | 8:20 – 8:50 |
| CRC Lunch | 11:00-11:30 | | | | |
| FHS Lunch | 11:20 – 11:50 | A-3 | 8:55 – 9:25 | A-3 | 8:55 – 9:25 |
| A-5 / B-6 | 11:55 – 1:25 | | | | |
| A7 / B8 | 1:30 – 3:00 | Nutrition Break | 9:25 – 9:35 | B-4 | 9:30 – 10:00 |
| A-9 | 3:00-6:00 (M or W) | | | | |
| B-10 | 3:00-4:20 | B-4 | 9:40 – 10:10 | Nutrition Break | 10:05 – 10:10 |
| PASS/REC | 3:00-4:00 | | | | |
| Dismissal | 4:00 | A-5 | 10:15 – 10:45 | A-5 | 10:15 – 10:45 |
| | | | | | |
| | | B-6 | 10:50 – 11:20 | B-6 | 10:50 – 11:20 |
| | | | | | |
| | | Lunch | 11:20 – 11:50 | A-7 | 11:25 – 11:55 |
| | | | | | |
| | | B-8 | 11:55 – 12:25 | B-8 | 11:55 – 12:25 |
| | | | | | |
| | | Dismissal | 12:30-2:10 | School-wide Clean-up | 12:25- 12:30 |
| | | | | | |
| | | Dismissal | 2:10 | Dismissal | 12:30 |
| | | | | | |

2021-2022 Fortune Academic Calendar

| | |
|------------------------------------|---|
| August 16-17 | Intercession – All Grades |
| August 18 | First Day of School – All Grades |
| August 18-20 | Minimum Days – K-8 |
| September 6 | Labor Day Holiday (No School) |
| November 11 | Veteran's Day Holiday (No School) |
| November 8-19 | K-8 Fall Intercession Parent/Teacher Conferences |
| November 22-26 | Thanksgiving Break (No School) |
| December 20 – January 2 | Winter Break (No School) |
| January 17 | Martin Luther King, Jr. Day (No School) |
| February 7 | Lincoln's Birthday (No School) |
| February 14 | Washington's Birthday (No School) |
| March 14-18 | K-8 Spring Intercession Parent/Teacher Conferences |
| April 11-15 | Spring Break |
| May 2-27 | Smarter Balanced Testing |
| May 30 | Memorial Day (No School) |
| June 1-10 | Student-Led Parent/Teacher Conferences |
| June 14 | Last Day of School for Students (All Schools) |
| June 15 | GRADUATION – Class of 2022 |

| JULY | | | | | | |
|------|----|----|----|-----|----|----|
| S | M | T | W | Th. | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| AUGUST | | | | | | |
|--------|----|----|----|-----|----|------|
| S | M | T | W | Th. | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | (10) |

| SEPTEMBER | | | | | | |
|-----------|----|----|----|-----|----|------|
| S | M | T | W | Th. | F | S |
| | | | | | | |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | (21) |

| OCTOBER | | | | | | |
|---------|----|----|----|-----|----|------|
| S | M | T | W | Th. | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | (21) |

| NOVEMBER | | | | | | |
|----------|----|----|----|-----|----|-----|
| S | M | T | W | Th. | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |
| | | | | | | (7) |

| DECEMBER | | | | | | |
|----------|----|----|----|-----|----|------|
| S | M | T | W | Th. | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | (13) |

| JANUARY | | | | | | |
|---------|----|----|----|-----|----|------|
| S | M | T | W | Th. | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | (20) |

| FEBRUARY | | | | | | |
|----------|----|----|----|-----|----|------|
| S | M | T | W | Th. | F | S |
| | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | (18) |

| MARCH | | | | | | |
|-------|----|----|----|-----|----|------|
| S | M | T | W | Th. | F | S |
| | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | (18) |

| APRIL | | | | | | |
|-------|----|----|----|-----|----|------|
| S | M | T | W | Th. | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | | | (16) |

| MAY | | | | | | |
|-----|----|----|----|-----|----|------|
| S | M | T | W | Th. | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | (21) |

| JUNE | | | | | | |
|------|----|----|----|-----|----|------|
| S | M | T | W | Th. | F | S |
| | | | | | | |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | (10) |

175 regular instructional days for all students. 14 Intercession and 8 Saturday School days (supplemental instruction; by invitation only) are shown in green. Saturday School schedule applies to K-5 and K-8 campuses only.

Annual Update

LCAP Year Reviewed: 2019-20

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Improve and support student learning to close the achievement gap by providing high-quality classroom instruction that raises rigor to a college-ready bar.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

| | |
|------|--|
| 1.1. | 100% of teachers are appropriately credentialed for their assignment. |
| 1.2. | 100% of students will have standards-aligned instructional materials in English Language Arts/ English Language development, Math, Science and Social Studies |
| 1.3. | 100% of teachers will have weekly planning time for the implementation of Common Core. |
| 1.4. | 100% of teachers will participate in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development. |
| 1.5. | 100% of teachers will have professional development on Next Generation Science Standards (NGSS). |

Actual

| |
|--|
| 100% of teachers were appropriately credentialed for their assignment. |
| All students had access to standards-aligned instructional materials in English Language Arts/ English Language development, Math, Science and Social Studies. |
| All teachers were given weekly planning time for the implementation of Common Core. |
| All teachers participated in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development. |
| All teachers participated in professional development on Next Generation Science Standards. |

Actual

Expected

| | |
|--|--|
| <p>1.6. 100% of students will have a visual or performing arts experience each year.</p> | <p>All students had a visual or performing arts experience this year.</p> |
| <p>1.7. Increase the percentage of students meeting or exceeding state standards in Math and ELA by 5%.</p> | <p>Fortune improved the percentage of students meeting or exceeding state standards in Math by 9% (37% to 46%) and in ELA by 6% (39% to 45%) from 2018 to 2019.</p> |
| <p>1.8. Maintain an increase of students meeting or exceeding state standards in Science.</p> | <p>As a baseline in spring 2019, Fortune had 20% of students meeting or exceeding state standards and 60% nearly meeting state standards.</p> |
| <p>1.9. 100% of EL students will demonstrate progress towards English Proficiency.</p> | <p>English Learners were yellow in English Language Arts and Green in Mathematics on the California School Dashboard in 2019.</p> |
| <p>1.10. 100% of middle school students will take Spanish as an elective.</p> | <p>All middle school students took Spanish as an elective until 2019 when Fortune offered new electives including drumline, spoken word, and leadership.</p> |
| <p>1.11. 100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history, to enhance the social studies curriculum.</p> | <p>All students participated in several community service projects and celebrated African American history through a project or program. All fourth grade students had the opportunity to participate in field lessons on state history, to enhance the social studies curriculum, up until Covid-19 school closures in March 2020</p> |

Goal 2

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measureable, and make no excuses based on the background of students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

2.1. 100% of students will have the opportunity to attend a college field lesson each year.

2.2. Continue to have fully functioning and compliant School Site Councils to ensure parent input & decision making.

2.3. Develop a parent education program that supports having a 95% attendance rate at all schools.

2.4. Chronic absenteeism is a rate at or below 5%.

2.5. Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.

2.6. Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.

Actual

100% of students had the opportunity to attend a college field lesson, up until Covid-19 school closures in March 2020.

Fortune School had a fully functioning and compliant School Site Council to ensure parent input & decision making.

A parent education program that supports having a 95% attendance rate at all school was developed and implemented at all schools.

The chronic absenteeism rate is at an average of 11.5% in 2021, a significant improvement from 21.5% in 2018-19, and lower than the state at 12.1% and the county at 14.1% in 2018-19, the most recent state data available.

Fortune School maintained a middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.

Student suspension rate is 0% and the student expulsion rate is 0% in 2020-21.

Expected

2.7. 100% of parents will sign a Commitment to Excellence Contract that they will provide 40 or more completely voluntary service hours per academic year, ensure that their child will participate in extended learning as determined by faculty.

2.8. Over 50% of parents who respond to the annual parent survey will say they are satisfied with their child's school.

Actual

100% of parents reviewed and signed a commitment to Excellence Contract (Parent Compact per Title I).

Over 85% of parents who respond to the annual parent survey say they are satisfied with their child's school. Due to Covid-19 school closures in 2019-20, we did not administer the traditional annual parent survey, but instead surveyed parents about distance learning and technology needs. See Learning Continuity and Attendance Plan.

Goal 3

Create safe, clean and welcoming learning environments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

3.1. 100% of school sites will earn a "good" rating on the State of California Facilities Inspection Tool.

100% of school sites earned an "exemplary" rating on the State of California Facilities Inspection Tool in December 2020.

3.2. 80% of parents surveyed will express confidence that the schools are safe and secure.

87% of parents surveyed expressed confidence that the schools were safe and secure in 2018-19. Due to Covid-19 school closures in 2019-20, we did not administer the traditional annual parent survey, but instead surveyed parents about distance learning and technology needs. See Learning Continuity and Attendance Plan 2020-21.

3.3. Over 50% of teachers surveyed will say their school site is safe and secure.

80% of teachers surveyed said their school site was safe and secure. Due to Covid-19 school closures in 2019-20, we did not administer the traditional teacher survey, but instead surveyed students about distance learning. See Learning Continuity and Attendance Plan 2020-21.

3.4. A majority of students surveyed will say their school site is safe and secure.

85% of students said their school site was in 2018-19. Due to Covid-19 school closures in 2019-20, we did not administer the traditional student survey, but instead surveyed students about distance learning. See Learning Continuity and Attendance Plan 2020-21.

Local Control Accountability Plan and Annual Update (LCAP)

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|----------------|---|--|
| Fortune School | Matt Taylor Director of Data and Analytics | mtaylor@fortuneschool.us (916) 924-8633 |

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Fortune School is a system of tuition-free, college preparatory, public charter schools. Located in San Bernardino and Sacramento, which boast the second and third highest Black student populations in California, the schools are focused on closing the African American achievement gap. Fortune School is a unique partnership between public charter schools and the Black Press. Fortune School is proud to have as its partners The Black Voice News and The Sacramento Observer Newspaper. Deeply rooted in the communities we serve, each Fortune School is named for a living, local African American community icon.

Our school system includes:

Fortune School, a TK-5; named after our President and CEO.

William Lee College Prep, a K-5 school; named after the founder of the Observer, a local black owned newspaper publication.

Alan Rowe College Prep, a K-8 school; named after the founder and president of U-CAN. An organization that connects local students to historical black colleges and universities.

Ephraim Williams College Prep Middle School, a 6-8 school; named after the senior pastor of St. Paul Baptist Church located in Sacramento.

Hazel Mahone College Prep, a TK-5; named after the first African American female school Superintendent.

Rex & Margaret Fortune Early College High School, a 9-11 school; named after the founders of Fortune School of Education.

A summary about our schools:

- Six tuition-free, public charter schools
- Grades K-11
- 1,235 students enrolled
- 99% students of color
 - 63% African American
 - 25% Latino
- 82% of students are socioeconomically disadvantaged

It is our mission to graduate high achieving students of good character prepared for college and citizenship in a democratic society.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Key features to highlight this year are: A vast majority of our parents are satisfied with our schools and participate actively in their scholar's educational achievement; both Math and ELA scores continue to increase; our schools offer a well-rounded program that includes: competitive sports, visual arts and instrumental music; we have strong emphasis on hands on science for grades K-8 and Rex and Margaret Fortune Early College High School in partnership with Cosumnes River College and Cal Poly San Luis Obispo will be expanding to eleventh grade.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

A few of our greatest areas of progress can be seen in our success in parent engagement and overall stakeholder input on the Local Control and Accountability Plan process and development. A majority of our families responded with very valuable evaluation and feedback on how well we have done at reaching our goals.

84.51% of parents are satisfied overall with their scholar's school.

87.27% rate their scholar's school as having a positive environment.

87.27% rate the school's culture as very positive.

87.60% rate the academic program as being very effective.

74.51% feel that the parent education and involvement opportunities are helpful.

93.60% feel that the administrative staff are respectful and professional.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Needs currently addressed in this section are based on the 2017-18 testing results in both ELA and Math reflected in the school’s dashboard which can be found on the California Department of Education website. Per the dashboard in English Language Arts we recognize that our current school placement is in yellow. Students included in this group are: English Learners, Socioeconomically Disadvantaged, Black or African American and Hispanic or Latino. Current placement for math on the dashboard is yellow. We recognize that English Learners and Socioeconomically Disadvantaged are in the orange. Black or African American and Hispanic or Latino students are in yellow. We anticipate growth pending our SBAC scores from 2018-19.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Performance gaps addressed in this section are based on the 2017-18 test results for both ELA and Math as it is reflected on the school’s dashboard, which can be found on the California Department of Education website. Per the 2017-18 results current performance gaps can be found in Students with Disabilities. Students with Disabilities currently is in orange. To address the gap, we anticipate raising rigor to a college-ready bar by:

- Focusing on the key levers of observation and feedback and data-driven instruction through Relay Graduate School of Education National Principals and Supervisors Academy Fellowship (NPAF)
- Departmentalizing ELA and math in grades 2 and up
- Piloting more rigorous curriculum that is aligned to Common Core in ELA and math

Annual Update

LCAP Year Reviewed: 2019-20

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Improve and support student learning to close the achievement gap by providing high-quality classroom instruction that raises rigor to a college-ready bar.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| 1.1. 100% of teachers are appropriately credentialed for their assignment. | 100% of teachers were appropriately credentialed for their assignment. |
| 1.2. 100% of students will have standards-aligned instructional materials in English Language Arts/ English Language development, Math, Science and Social Studies | All students had access to standards-aligned instructional materials in English Language Arts/ English Language development, Math, Science and Social Studies. |
| 1.3. 100% of teachers will have weekly planning time for the implementation of Common Core. | All teachers were given weekly planning time for the implementation of Common Core. |
| 1.4. 100% of teachers will participate in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development. | All teachers participated in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development. |
| 1.5. 100% of teachers will have professional development on Next Generation Science Standards (NGSS). | All teachers participated in professional development on Next Generation Science Standards. |

| Expected | Actual |
|---|---|
| 1.6. 100% of students will have a visual or performing arts experience each year. | All students had a visual or performing arts experience this year. |
| 1.7. Increase the percentage of students meeting or exceeding state standards in Math and ELA by 5%. | All students in testing grades have taken the SBAC. Waiting for SBAC results to come in to evaluate progress. |
| 1.8. Maintain an increase of students meeting or exceeding state standards in Science. | All students in testing grades have taken the SBAC. Waiting for SBAC results to come in to evaluate progress. |
| 1.9. 100% of EL students will demonstrate progress towards English Proficiency. | All students in testing grades have taken the SBAC. Waiting for SBAC results to come in to evaluate progress. |
| 1.10. 100% of middle school students will take Spanish as an elective. | All middle school students took Spanish as an elective. |
| 1.11. 100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history, to enhance the social studies curriculum. | All students participated in several community service projects and celebrated African American history through a project or program. All fourth grade students had the opportunity to participate in field lessons on state history, to enhance the social studies curriculum. |
| We acknowledge that API at this time has been suspended. | |

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.1.1. – 1.1.3.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|----------------------------|----------------------------------|
| 1.1.1. Publish teacher salary schedule and make it available to employees and the public on Fortune’s website to: <ul style="list-style-type: none"> • Make teacher compensation competitive and predictable • Provide transparent and open communication about pay ranges | 1.1.1. The teacher salary schedule has been made available to all employees and the public, located under “careers” on the Fortune School of Education website. 1.1.2. An 11 month teacher work schedule was adopted on June 14, 2018. | \$3,341,129 \$1,605,162 | \$2,643,312.00 \$1,156,251.00 |

| | | | |
|--|---|--|--|
| <p>and how decisions about pay are made.</p> <p>1.1.2. Adopt an 11-month teacher work schedule.</p> <p>1.1.3. Upon hiring – verify that the teacher is fully credentialed.</p> | <p>1.1.3. Through internal audits conducted by the Fortune School's Human Resources Department all 71 teachers for common core subjects were fully credentialed. Moving forward all teachers will continue to be verified as being fully credentialed for their assignment upon hiring.</p> | | |
|--|---|--|--|

Action 1.2.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| Curriculum: Journey's Common Core Grades K-4 for ELA/ELD. | Curriculum used was Journey's Common Core for ELA and ELD instruction for grades K-4. | \$136,871 | \$34,509 |

Action 1.2.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| Curriculum: Achievement First Middle School Literacy Vocabulary & Writing Open Source. Grades 5-8. | Curriculum used was Achievement First Middle School Literacy Vocabulary Writing Open Source. Grades 5-8. | See action 1.2.1 | \$16,541 |

Action 1.2.3.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------------|---|-----------------------|-------------------------------|
| Curriculum: Go Math grades K-1 | Go Math curriculum was used for grades K-1. | See action 1.2.1 | \$0 |

Action 1.2.4.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Curriculum: Achievement First Math Open Source Grades 2-8. | Used curriculum from Achievement First Math Open Source Grades 2-8. | See action 1.2.1 | \$48,662 |

Action 1.2.5.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| Partner with Cal Poly San Luis Obispo for math and ELA support. | Fortune School partnered with Cal Poly San Luis Obispo for Math and ELA support for the Early College high school curriculum in July and August 2018. | See action 1.2.1 | \$26,824 |

Action 1.3.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Implement an early release day once a week in which students dismiss at 2pm, allowing teachers common planning time. | Every Wednesday was an early release day for all campuses. Fortune staff and faculty spent the rest of the afternoon engaged in professional development hosted by the operations staff or the Curriculum and Instruction team. | Nominal Costs | Nominal Costs |

Action 1.3.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time. | Fortune School continued a performing arts program through music. During such instruction, classroom teachers had an opportunity for additional prep time. | \$272,405 | \$204,333.00 |

Action 1.4.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| Host symposium for Fortune staff and faculty to receive professional development. | All Fortune staff and faculty received hands-on professional development on culture, student engagement and data driven instruction. Summer Symposium was held over the course of three days in August 2018. | \$110,000 | \$105,177.00 |

Action 1.4.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Hold Institutes at campus level where Fortune staff will get hands on training and professional development. | Fortune School staff received hands-on training and professional development during site-based, campus level institutes. Institutes were held prior to the 2018-19 school year in August and again in November during Intersession in a "road show" format. | Reference 1.4.1 | \$6,409 |

Action 1.4.3.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| Implement T-School, and reading initiatives that teachers can participate in and implement within their classrooms. | T-School and reading initiatives that teachers can participate in and implement within their classrooms took place in August 2018 prior to the school year beginning. | Reference 1.4.1 | \$0 |

Action 1.4.4.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| Continue to employ a Director of Curriculum and Instruction and hire additional master teachers. Master teachers provide on-going coaching and professional development to teachers. | Fortune School continued to employ a Director of Curriculum and Instruction and hired additional master teachers who provided on-going coaching and professional development to teachers throughout the school year. | \$363,518 | \$416,006.00 |

Action 1.4.5.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|----------------------------------|----------------------------------|
| Employ reading aides at each site to focus on reading fluency. | Reading aides were employed at each school site. Their goal was to focus on reading fluency amongst scholars. | \$50,189 \$23,153 \$20,046 | \$99,177.00 |

Action 1.4.6.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| A cohort of administrators will attend the Relay National Principals and Supervisors Academy Fellowship on how to use data to drive classroom instruction. | A cohort of five administrators attended the Relay National Principals and Supervisors Academy Fellowship to learn how to really implement data driven classroom instruction. Principals and administrators then trained other instructional staff on how to use data to drive classroom instruction. | \$90,044 | \$120,500.00 |

Action 1.5.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-------------------------|-------------------------------|
| Continue to employ a master teacher in Science. | For the 2018-19 school year the Curriculum and Instruction Team along with the Co-Principal of Ephraim Williams College Prep, assisted the network science teachers with professional development coaching and curriculum. | Reference Action 1.4.4. | Reference Action 1.4.4. |

Action 1.5.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Provide science lab kits to enhance the NGSS curriculum adopted. | NGSS Science lab kits were provided for student use to enhance NGSS curriculum adopted. | \$90,440 | \$2,631.00 |

Action 1.5.3.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Provide lead science teachers at each campus who will support, co-teach and assist new and other teachers. | In August lead science teachers at each campus were provided. Lead teachers supported, co-taught and assist new and other teachers. | \$9,100 | \$3,616.00 |

Action 1.6.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-------------------------|-------------------------------|
| Continue to implement a visual and performing arts education program at each school site. | Fortune School continued a performing arts program through music. During such instruction, classroom teachers had an opportunity for additional prep time. | Reference Action 1.3.2. | Reference Action 1.3.2. |

Action 1.7.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Administer the NWEA Map, a nationally norm referenced test in ELA and Math to all students in grade TK-10. | NWEA testing was administered to all scholars TK-10th three times during the course of the school year: Fall, Winter and Spring of 2018-19. | \$16,368 | \$16,957.00 |

Action 1.7.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| Continue to closely monitor student academic performance on standards-based, curriculum-embedded formative and summative assessments through "Illuminate." | The Data and Analytics Department closely monitored student academic performance on standards-based, curriculum-based formative and summative assessments through Illuminate throughout the school year. Results were then reported and reviewed during weekly principal meetings where the Curriculum and Instruction Department was present. | \$14,136 | \$17,628.00 |

Action 1.7.3.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| Provide a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math. | A Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math has taken place throughout the school year. RTI Aides were hired to support the program at the school. | Reference 1.7. | \$23,121.00 |

Action 1.7.4.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|----------------------------------|----------------------------------|
| <p>Provide small group instruction during Intersession for students below 80% proficiency in ELA and math.</p> | <p>Intersession was provided to all students in the "rising" group or who have scored at or below the 45th percentile of the NWEA assessments. In addition, all students with IEP were also included in the group of students who attended intersession. In August Intersession was provided to new students to Fortune to assist them in getting acclimated to the culture. A two week intersession was provided in November after the first trimester.</p> <p>Other additional assistance was offered to students 70% or below and 71% or above through Saturday School. Saturday School started in February 2019. The total duration of Saturday School was six weeks. In the first six weeks of the third trimester the school day was extended on Wednesdays for an additional two hours. This time was known as Crescendo and it was called Performance Task Wednesday.</p> | <p>Reference 1.1.1 and 1.1.2</p> | <p>Reference 1.1.1 and 1.1.2</p> |

Action 1.8.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>Partner with higher education institutions for 5th grade trip to a college for hands on Science activities.</p> | <p>Fortune School partners with Cal Poly San Luis Obispo for a two-day hands on science field lesson for all fifth grade scholars during March of 2019.</p> | <p>\$29,000</p> | <p>\$19,522.00</p> |

Action 1.9.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------------------|--------------------------------------|
| Provide ELD interventions to all ELL's. | ELA and ELD interventions are provided to all ELL's throughout the whole school year as the ELA and ELD interventions are embedded within the Board-adopted curriculum. | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |

Action 1.9.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------------------|--------------------------------------|
| Administer, score and analyze the CELDT for instructional planning. | CELDT/ELPAC testing was conducted by the Data and Analytics Department. | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |

Action 1.9.3.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------------------|--------------------------------------|
| EL's have access to research-based instructional strategies and materials. | In August, all teaching staff were trained in research-based instructional strategies and materials were developed for English Learners. | Reference 1.1.1. and 1.7.3 and 1.7.4] | Reference 1.1.1. and 1.7.3 and 1.7.4 |

Action 1.10.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| Develop a course schedule that allows all students to take at least one trimester of a foreign language. | A course schedule that allowed all middle school students to take at least one trimester of a foreign language was developed in August. | Salary for foreign language instructor – reference 1.1.1 | Salary for foreign language instructor – reference 1.1.1 |

Action 1.11.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures | | | | | | | | | | | | | | | |
|--|--|--------------------------|----------------------------------|----------|----------------|---------|---------------|------------------------|--------|-----------------------|---------------------------|---------|------------|--------------------------|--------------|---------------------|----------|-----------------|
| Organize a fourth grade field lesson to California state and historic landmarks. (IE State Capitol, Sutter's Fort and California Indian Museum.) | <p>All schools organize a fourth grade field lesson to a California state and historic landmark.</p> <table border="1" data-bbox="701 394 1245 703"> <thead> <tr> <th>School</th> <th>Date</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>Fortune School</td> <td>March 7</td> <td>Marshall Gold</td> </tr> <tr> <td>Alan Rowe College Prep</td> <td>June 4</td> <td>University of Pacific</td> </tr> <tr> <td>Hazel Mahone College Prep</td> <td>April 4</td> <td>UC Berkley</td> </tr> <tr> <td>William Lee College Prep</td> <td>September 25</td> <td>Marshall State Park</td> </tr> </tbody> </table> | School | Date | Location | Fortune School | March 7 | Marshall Gold | Alan Rowe College Prep | June 4 | University of Pacific | Hazel Mahone College Prep | April 4 | UC Berkley | William Lee College Prep | September 25 | Marshall State Park | \$96,000 | Reference 2.1.1 |
| School | Date | Location | | | | | | | | | | | | | | | | |
| Fortune School | March 7 | Marshall Gold | | | | | | | | | | | | | | | | |
| Alan Rowe College Prep | June 4 | University of Pacific | | | | | | | | | | | | | | | | |
| Hazel Mahone College Prep | April 4 | UC Berkley | | | | | | | | | | | | | | | | |
| William Lee College Prep | September 25 | Marshall State Park | | | | | | | | | | | | | | | | |

Action 1.11.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|---|
| Scholars will participate in a community service project each trimester. | All scholars participated in a community service project each trimester. | \$73,000 | Nominal Costs for Community service projects. |

Action 1.11.3.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| Hold an African American program or do a project in which students learn about and celebrate African American History. | Each campus held an African American program or did a project in which students learned about and celebrate African American history. | Reference 1.11.2 | Reference 1.11.2 |

Action 1.12.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| 9th grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU. | Beginning in August, high school students will take a college introductory course that will lead towards meeting the a-g requirements for UC/CSU. A CRC faculty member provided such course on the high school campus during the first semester. | Reference 1.2.1 | Reference 1.2.1 |

Action 1.13.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---------------------------|-------------------------------|
| 11th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status. | Fortune School students currently only has 10th grade students and will not have 11th grade students until the 2019-20 school year. | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 |

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were generally implemented as planned. Based on re-evaluation of the curriculum that was adopted and used, we have added Open Source curriculum that will help us address the needs of our scholars and their demographics as it relates to reading, writing and math. We did not host a spring symposium as we felt that the time and resources would be better used in a more direct setting that was specific to each school site and their needs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall the effectiveness of the actions/services to achieve the articulated goal as measured was positive. It allowed for us to evaluate the overall effectiveness we have noted an increase in ELA test scores, however we realized that our scholars need additional exposure and practice with reading fluency and writing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

During the 2018-19 school year Fortune School did not meet enrollment goals and therefore the number of teachers and support staff needed decreased. Regarding the NGSS science kits, there were kits from last year that did not need to be replenished and were able to be used this year. Response to Intervention Program included hiring additional reading aids for each school to ensure that all students reach proficiency.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics as applicable.

Goal 2

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measurable, and make no excuses based on the background of students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measureable Outcomes

| Expected | Actual |
|--|---|
| 2.1. 100% of students will have the opportunity to attend a college field lesson each year. | 100% of students had the opportunity to attend a college field lesson. |
| 2.2. Continue to have fully functioning and compliant School Site Councils to ensure parent input & decision making. | Fortune School had a fully functioning and compliant School Site Council to ensure parent input & decision making. |
| 2.3. Develop a parent education program that supports having a 95% attendance rate at all schools. | A parent education program that supports having a 95% attendance rate at all school was developed and implemented at all schools. |
| 2.4. Chronic absenteeism is a rate at or below 5%. | The chronic absenteeism rate is at an average of 16% for all six schools for Sacramento. |
| 2.5. Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate. | Fortune School maintained a middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate. |
| 2.6. Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%. | Student suspension rate was 5.7% and the student expulsion rate did not exceed the 1%. |
| 2.7. 100% of parents will sign a Commitment to Excellence Contract that they will provide 40 or more completely voluntary service hours per academic year, ensure that their child will participate in extended learning as determined by faculty. | 100% of parents reviewed and signed a commitment to Excellence Contract (Parent Compact per Title I). |
| 2.8. Over 50% of parents who respond to the annual parent survey will say they are satisfied with their child's school. | Over 85% of parents who respond to the annual parent survey say they are satisfied with their child's school. |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.1.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--------------------------------|----------------------------------|----------|---|--------------|----------------------|---|--------------|----------|---|-------------|--------------------------------|---|------------|---------------------|---|---------|----------|---|-------|----------------------|---|------------|----------------|---|--------|--------------|---|--------|----------------|---|------------|----------|---|-------------|----------------|---|---------|---------------------|---|------------|----------|----------|-------------|
| Organize an annual college field lesson for each student. | <p>All students participate in college field lessons to expose them to different campuses throughout their time in our school and promote a college-going mindset.</p> <p>Fortune School:</p> <table border="1" data-bbox="703 544 1234 893"> <thead> <tr> <th>Grade</th> <th>Date</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>September 21</td> <td>Sac State University</td> </tr> <tr> <td>1</td> <td>September 14</td> <td>UC Davis</td> </tr> <tr> <td>2</td> <td>November 27</td> <td>San Francisco State University</td> </tr> <tr> <td>3</td> <td>December 5</td> <td>Stanford University</td> </tr> <tr> <td>5</td> <td>March 7</td> <td>Cal Poly</td> </tr> </tbody> </table> <p>William Lee College Prep:</p> <table border="1" data-bbox="703 982 1234 1226"> <tbody> <tr> <td>K</td> <td>Oct 2</td> <td>Sac State University</td> </tr> <tr> <td>1</td> <td>November 2</td> <td>CRC Sacramento</td> </tr> <tr> <td>2</td> <td>Oct 16</td> <td>Cal East Bay</td> </tr> <tr> <td>3</td> <td>Oct 29</td> <td>CSU Stanislaus</td> </tr> <tr> <td>5</td> <td>March 2018</td> <td>Cal Poly</td> </tr> </tbody> </table> <p>Alan Rowe College Prep</p> <table border="1" data-bbox="703 1307 1234 1479"> <tbody> <tr> <td>K</td> <td>December 12</td> <td>CSU Sacramento</td> </tr> <tr> <td>1</td> <td>March 5</td> <td>CA Northstate Ranch</td> </tr> <tr> <td>2</td> <td>February 2</td> <td>UC Davis</td> </tr> </tbody> </table> | Grade | Date | Location | K | September 21 | Sac State University | 1 | September 14 | UC Davis | 2 | November 27 | San Francisco State University | 3 | December 5 | Stanford University | 5 | March 7 | Cal Poly | K | Oct 2 | Sac State University | 1 | November 2 | CRC Sacramento | 2 | Oct 16 | Cal East Bay | 3 | Oct 29 | CSU Stanislaus | 5 | March 2018 | Cal Poly | K | December 12 | CSU Sacramento | 1 | March 5 | CA Northstate Ranch | 2 | February 2 | UC Davis | \$96,000 | \$50,000.00 |
| Grade | Date | Location | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | September 21 | Sac State University | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | September 14 | UC Davis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | November 27 | San Francisco State University | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | December 5 | Stanford University | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | March 7 | Cal Poly | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | Oct 2 | Sac State University | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | November 2 | CRC Sacramento | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Oct 16 | Cal East Bay | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Oct 29 | CSU Stanislaus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | March 2018 | Cal Poly | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | December 12 | CSU Sacramento | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | March 5 | CA Northstate Ranch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | February 2 | UC Davis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

| | | |
|---|------------|----------------------------|
| 3 | March 8 | CA Northstate Elk Grove |
| 5 | March 2018 | CSU Cal Poly |
| 6 | November 1 | CSU East Bay |
| 7 | January 24 | Sonoma State |
| 8 | January 24 | Sonoma State |

Ephraim Williams College Prep Middle School

| | | |
|---|-----------------|----------------------------|
| 6 | September 11 | Chico State University |
| 7 | Oct 9 | Stanford University |
| 8 | September 25 | Fresno State University |

Hazel Mahone College Prep

| | | |
|-----|----------------|-------------------------|
| T/K | November 28 | Cal State University |
| 1 | May 22 | UC Davis |
| 2 | October 24 | CSU Stanislaus |
| 3 | November 30 | SF State |
| 4 | November 30 | UC Berkley |
| 5 | March 2018 | Cal Poly |

Rex and Margaret Fortune Early College High School:

| | | |
|----|----------------|---------------------------|
| 9 | August 2018 | Cosumnes River College |
| 10 | August 2018 | Cosumnes River College |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
| | | | |

Action 2.2.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| Continue to employ a Coordinator of Compliance. | Fortune School continued to employ a Coordinator of Compliance. | \$83,535.00 | \$63,251.00 |

Action 2.2.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| The Coordinator of Compliance will continue to monitor and support the School Site Council for compliance. | Coordinator of Compliance continued to monitor and support the School Site Council for compliance and coordination of the Single Plan for Student Achievement. | Nominal Costs | Nominal Costs |

Action 2.2.3.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Provide annual system-wide training for School Site Council Members. | Annual system-wide training was provided to all members of the School Site Council in October. School Site Council members learned what their roles and responsibilities were as it related to the Single Plan for Student Achievement. | Nominal Costs | Nominal Costs |

Action 2.3.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|-------------------------------|
| Host a series of Parent Education opportunities that will provide parents/guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement. | Fortune School hosted a series of parent education opportunities through Parent Academy and the Women's Wellness Tour. | \$37,200 Parent Academy \$25,800 Parent Convention | \$72,973.00 |

Action 2.3.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Host an annual parent convention that allows Fortune parents to receive training on academic strategies, and resources that will assist in their scholar's academic success. | Parent Academy took place November 2018 where Fortune parents were immersed in the Fortune culture and were given tools on how they can help support their scholars at home and reiterate what they are learning day to day in the classroom. | Reference 2.3.1 | \$0 |

Action 2.3.3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| Provide a cohort based parent academy to provide parent education for scholars in grades TK – 9. | Parent Academy provided parent education for scholars in grades TK-10 grades in the following areas: The CA Academic Achievement Gap, Parent Involvement, Attendance, Behavior, Education Technology, ELA, Math, NGSS and preparing for college. All six school sites in Sacramento joined together to | Reference 2.3.1 | Reference 2.3.1 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|---|-----------------------|-------------------------------|
| | attend Parent Academy on November 3 rd 2018. | | |

Action 2.3.4.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| Implement the Board-adopted attendance Policy. | The Board-adopted attendance policy was fully implemented during the 2018-19 school year and monitored by the Data and Analytics Department. | Nominal Costs | Nominal Costs |

Action 2.4.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Hire a designated person responsible for all attendance related matters. | Fortune School hired an Attendance Analyst on the Data and Analytics team to ensure that schools were following the Board-adopted attendance policy and attendance incentives were done throughout the trimester. | \$45,131.00 | \$52,422.00 |

Action 2.4.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| Develop and implement a SARB process that is consistent with the Board-adopted attendance policy. | A SARB process that is consistent with the Board-adopted attendance policy was refined in August 2017. | Nominal Costs | Nominal Costs |

Action 2.5.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| Implement various student engagement programs including: <ul style="list-style-type: none"> • Competitive Sports programs • Continue to employ an Athletic Director. | Various student engagement programs were created including a competitive sports programs such as basketball, rugby and cheer. In addition a sports developmental league was also created. Fortune School also continued to employ an Athletic Director. | \$155,737 | \$155,694.00 |

Action 2.5.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| Expose 6th grade students to an outdoor education opportunity through a 4-day trip to Sly Park. | 6th grade students from Alan Rowe College Prep and Ephraim Williams College Prep Middle School participated in an outdoor education opportunity through a 4-day trip to Sly Park. | Reference 1.11.1 | \$16,000.00 |

Action 2.6.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| Continue to use the Board-adopted progressive discipline matrix. | Fortune School continued to use the Board-adopted progressive discipline matrix. | Nominal Costs | Nominal Costs |

Action 2.6.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| Continue to employ staff to supervise students and manage student behaviors. | Continue to employ staff to supervise students and manage student behaviors. | \$317,452 | \$301,330.50 |

Action 2.7.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| Include a Commitment to Excellence Contract (Parent Compact) in the enrollment process for parent signature. | In the enrollment process for all Fortune Schools a copy of the Commitment to Excellence Contract (Parent Compact) was included. | Nominal Costs | Nominal Costs |

Action 2.7.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities. | Continued to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities. | \$161,928 | \$163,261.00 |

Action 2.8.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| Provide parents with an annual parent survey. | The annual LCAP Stakeholder parent survey went out to all families of June 2019. A Spanish version was also created. | Nominal Costs | Nominal Costs |

Action 2.8.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey. | On the Annual LCAP Stakeholder Parent Survey, a question asking parents how they felt about the safety and security of their scholar's school was included. 87% of parents strongly agreed or agreed that | Nominal Costs | Nominal Costs |

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

they felt their scholar's school environment was safe.

Analysis – Goal 2

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented as planned and the goal has been achieved.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/ services to achieve the articulated goal was positive.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

During the school year Fortune School did not hire additional staff to ensure that scholars received the emotional supports as it relates to behavior.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics as applicable.

Goal 3

Create safe, clean and welcoming learning environments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 8

Local Priorities:

Annual Measureable Outcomes

| Expected | Actual |
|--|---|
| 3.1. 100% of school sites will earn a “good” rating on the State of California Facilities Inspection Tool. | 100% of school sites earned a “good” rating on the State of California Facilities Inspection Tool. |
| 3.2. 80% of parents surveyed will express confidence that the schools are safe and secure. | 87% of parents surveyed expressed confidence that the schools are safe and secure. |
| 3.3. Over 50% of teachers surveyed will say their school site is safe and secure. | 50% of teachers surveyed said their school site is safe and secure. |
| 3.4. A majority of students surveyed will say their school site is safe and secure. | A majority of students surveyed will say their school site is safe and secure. Survey will be administered June 2019. |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3.1.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| Facilities supervisor uses the CA facilities Inspection Tool. | The facilities supervisor uses the CA facilities Inspection Tool every trimester for each campus. | \$64,407 | \$70,898.00 |

Action 3.1.2.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Custodial staff will participate in weekly meetings. | Custodial staff participates in a monthly call-in meeting to address anything that may come up at each of the campuses. | Nominal Costs | Nominal Costs |

Action 3.2.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| Include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school. | On the Annual LCAP Stakeholder Parent Survey, a question asking parents how they felt about the safety and security of their scholar's school was included. | Nominal Costs | Nominal Costs |

Action 3.3.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| Create and implement a teacher survey to measure their sense of campus safety. | Teacher surveys were conducted in June 2019 asking each teacher if they felt safe on their campus. | Nominal Costs | Nominal Costs |

Action 3.4.1.

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| Create and implement a student survey to measure school climate and their overall sense of campus safety. | The school climate survey developed last year was administered to grades 6th - 10th. | Nominal Costs | Nominal Costs |

Analysis – Goal 3

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions and services to achieve the articulated goal was positive.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/ services to achieve the articulated goal was extremely helpful in measuring how our stakeholders felt about the overall cleanliness and safety of our schools. We continue to ask our stakeholder how they feel about the conditions and their personal safety moving forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences noted between the budgeted expenditures and the estimated actual expenditures noted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal, expected outcomes, metrics or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Fortune School continuously engaged with stakeholders throughout the school year and specifically held meetings with all stakeholders on review and feedback on the LCAP and annual review process. Such stakeholder feedback helps drive how monies are budgeted in the next year based on need. Stakeholder feedback shines light on the specific needs for each site and the overall organizational needs recognized through this process.

Teacher Stakeholders:

There is a regular system of teacher and administrator communications in the form of grade-level review of student achievement data, selection of interventions needed for a specific group of students, weekly faculty meetings and other school level or organization-wide task groups working on new priorities.

Parent and Staff Stakeholders:

In May 2019 parents, teachers and staff have engaged in the preparation of the Local Control and Accountability Plan for Fortune School. Parent, teacher and staff meetings were conducted at each Fortune School campus as LCAP Stakeholder meetings. At the meetings parents were asked to rank how well they felt administration did at reaching the goals they had helped to create. After going over the current year's goals, administration gave each stakeholder large sticky notes in the colors of pink, green and yellow and conducted a feedback exercise called "Start, Stop and Continue" where they could write down what they would like for the school to start, stop or continue going into the next school year. In addition to the LCAP Stakeholder meetings, stakeholder feedback was obtained from advisory committees such as the School Site Council and English-Learner Advisory Sub-committee. Title I information nights, parent academies and parent convention were also ways LCAP feedback was obtained from stakeholders. In the third trimester of 2019 an annual parent survey was sent to all parents allowing them to leave LCAP stakeholder feedback. Feedback was then passed onto administration during budget meetings for the next school year.

Student Feedback:

We care about school climate and the social and emotional well-being of our scholars. How they feel about their school, teachers and peers is important to us. Studies have shown that students do better academically when their educational environment is conducive to learning. In the 2018-19 school year a school climate survey was given to sixth, seventh, eighth and ninth grade scholars. The survey was conducted through the online survey service Survey Monkey and administered by the Data and Analytics Department.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Per the feedback received from teachers, parents and students new positions were created, budgets from parent education opportunities was expanded and a focus on data driven teaching can be seen.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Improve and support student learning to close the achievement gap by providing high quality classroom instruction that raises rigor to a college-ready bar.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6, 7, 8

Local Priorities: [List Local Priorities here]

Identified Need:

- Adoption of new Open Source Curriculum that are aligned with the Common Core State Standards.
- LCAP stakeholder feedback, teachers participating in professional development.
- Available NWEA and SBAC data.
- Current academic progress in ELA as it relates to comprehension and writing.
- Current academic progress in Math.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 1.1. 100% of Teachers are appropriately credentialed. | 100% credentialed teachers in core subject areas. | 100% credentialed teachers in core subject areas. | 100% credentialed teachers in core subject areas. | 100% credentialed teachers in core subject areas. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|---|---|
| 1.2. 100% of students will have standards-aligned instructional materials in English Language Arts/ English Language Development, Math, Science and Social Studies. | 100% of students have standard-aligned instructional materials. | 100% of students have standard-aligned instructional materials. | 100% of students have standard-aligned instructional materials. | 100% of students have standard-aligned instructional materials. |
| 1.3. 100% of teachers will have weekly planning time for the implementation of Common Core. | 100% of teachers will have a weekly prep time. | 100% of teachers have a weekly prep time. | 100% of teachers have a weekly prep time. | 100% of teachers have a weekly prep time. |
| 1.4. 100% of teachers and administrators will participate in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development. | Teachers and administrators will participate in professional development. | Teachers and administrators will participate in professional development. | Teachers and administrators will participate in professional development. | Teachers and administrators will participate in professional development. |
| 1.5. 100% of teachers will have professional development on Next Generation Science Standards (NGSS). | Professional Development on NGSS to assist in curriculum being taught. | Professional Development on NGSS to assist in curriculum being taught. | Professional Development on NGSS to assist in curriculum being taught. | Professional Development on NGSS to assist in curriculum being taught. |
| 1.6. 100% of students will have a visual or | 100% of students will | 100% of students will have a visual or | 100% of students will have a visual or | 100% of students will have a visual or |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| performing arts experience each year. | have a visual or performing arts experience. | performing arts experience. | performing arts experience. | performing arts experience. |
| 1.7. Students in testing grades will perform at proficiency levels in English Language Arts and Math at or above their peers in traditional public schools in the region with similar demographics. | Per test scores in 2015-16: ELA – Yellow/ Math – Yellow | ELA – Yellow/Math – Yellow | ELA – Yellow/ Math – Yellow | ELA – Yellow/ Math – Yellow |
| 1.8. Maintain an increase of students meeting or exceeding state standards in science. | Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25% | Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25% | Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25% | Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25% |
| 1.9. 100% of Middle School students will take a foreign language as an elective. | 100% of middle school students will take a foreign language. | 100% of middle school students will take a foreign language. | 100% of middle school students will take a foreign language. | 100% of middle school students will take a foreign language. |
| 1.10. 100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field | 100% of students will participate in community service projects, an annual African American | 100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field | 100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history. | 100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|--|
| lessons on state history, to enhance social studies curriculum. | history program and fourth grade students will participate in field lessons on state history. | lessons on state history. | | |
| 1.11. 100% of EL students will demonstrate progress towards English Proficiency. | EL Students 2015-16 ELA - Yellow | ELA - Yellow | ELA - Yellow | ELA - Yellow |
| 1.12. 100% of high school students will be offered the A-G course sequence for admission to the UC /CSU through the MOU with Cosumnes River College. | Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study. | Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study. | Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study. | Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study. |
| 1.13. High school students will demonstrate college readiness at levels that are the same or better than their peers in traditional public school in the region with similar demographics. | Baseline data for Fortune students is not available as they will not have 11th graders until the 2019-20 school year. Per Sacramento County students who met state standards are as follows: 5% ELA/ 3% Math | Per Sacramento County, students who met state standards in 2015-16 are as follows: 5% ELA/ 3% Math | Per Sacramento County, students who met state standards in 2015-16 are as follows: 5% ELA/ 3% Math | Per Sacramento County, students who met state standards in 2015-16 are as follows: 5% ELA/ 3% Math |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.1.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth and/ or Low Income.

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Publish teacher salary schedule and make it available to employees and the public on Fortune's website to:

- Make teacher compensation competitive and predictable and

2018-19 Actions/Services

Continue to publish a teacher salary that is available to employees and the public on Fortune's website.

2019-20 Actions/Services

Continue to publish a teacher salary that is available to employees and the public on Fortune's website.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Provide transparent and open communication about pay ranges and how decisions about pay are made.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|----------------------------------|----------------------------------|----------------------------------|
| Amount | \$3,341,129 \$1,605,162 | \$3,207,829 \$1,659,352 | \$2,689,788 \$1,806,252 |
| Source | LCFF Education Protection Act | LCFF Education Protection Act | LCFF Education Protection Act |
| Budget Reference | Resource 0000, 1400 | Resource 0000, 1400 | Resource 0000, 1400 |

Action 1.1.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-------------|
| | Schoolwide | All Schools |
|--|------------|-------------|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

| | | |
|--|---|---|
| Adopt an 11-month teacher work schedule. | Re-evaluate the current teacher work schedule and adopt a revised teacher work schedule if necessary. | Re-evaluate the current teacher work schedule and adopt a revised teacher work schedule if necessary. |
|--|---|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------|------------------|------------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | Reference 1.1.1. | Reference 1.1.1. | Reference 1.1.1. |
| Budget Reference | Reference 1.1.1. | Reference 1.1.1. | Reference 1.1.1. |

Action 1.1.3.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Upon hiring, teachers will be verified as being fully credentialed.

2018-19 Actions/Services

Upon hiring, teachers will be verified as being fully credentialed.

2019-20 Actions/Services

Upon hiring, teachers will be verified as being fully credentialed.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|------------------|------------------|------------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | Reference 1.1.1. | Reference 1.1.1. | Reference 1.1.1. |

| | | | |
|------------------|------------------|------------------|------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | Reference 1.1.1. | Reference 1.1.1. | Reference 1.1.1. |

Action 1.2.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Curriculum: Journey's Common Core Grades K-4 for ELA/ELD.

2018-19 Actions/Services

Curriculum: Journey's Common Core Grades K-4 for ELA/ELD.

2019-20 Actions/Services

Curriculum: Journey's Common Core Grades K-4 for ELA/ELD.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------------------------|---------------------------------|---------------------------------|
| Amount | \$136,871 | \$104,966 | \$143,710 |
| Source | LCFF, EPA and Lottery | LCFF, EPA and Lottery | LCFF, EPA and Lottery |
| Budget Reference | Resource 0000, 1400, 1100, 6300 | Resource 0000, 1400, 1100, 6300 | Resource 0000, 1400, 1100, 6300 |

Action 1.2.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth and/ or Low Income.

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Curriculum: Achievement First Middle School Literacy Vocabulary & Writing Open Source Grades 5-8.

2018-19 Actions/Services

Curriculum: Achievement First Middle School Literacy Vocabulary & Writing Open Source Grades 5-8.

2019-20 Actions/Services

Curriculum: Achievement First Middle School Literacy Vocabulary & Writing Open Source Grades 5-8.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------|------------------|------------------|
| Amount | See Action 1.2.1 | See Action 1.2.1 | \$26,207 |
| Source | See Action 1.2.1 | See Action 1.2.1 | See Action 1.2.1 |
| Budget Reference | See Action 1.2.1 | See Action 1.2.1 | See Action 1.2.1 |

Action 1.2.3.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth and/ or Low Income.

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Curriculum: Go Math grades K-1

2018-19 Actions/Services

Curriculum: Go Math grades K-1

2019-20 Actions/Services

Curriculum: Go Math grades K-1

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------|------------------|------------------|
| Amount | See Action 1.2.1 | See Action 1.2.1 | \$0 |
| Source | See Action 1.2.1 | See Action 1.2.1 | See Action 1.2.1 |
| Budget Reference | See Action 1.2.1 | See Action 1.2.1 | See Action 1.2.1 |

Action 1.2.4.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|---|---|
| Curriculum: Achievement First Math Open Source Grades 2-8 | Curriculum: Achievement First Math Open Source Grades 2-8 | Curriculum: Achievement First Math Open Source Grades 2-8 |
|---|---|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------|------------------|------------------|
| Amount | See Action 1.2.1 | See Action 1.2.1 | \$35,252 |
| Source | See Action 1.2.1 | See Action 1.2.1 | See Action 1.2.1 |
| Budget Reference | See Action 1.2.1 | See Action 1.2.1 | See Action 1.2.1 |

Action 1.2.5.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Partner with Cal Poly San Luis Obispo for Math and ELA support.

2018-19 Actions/Services

Continue to partner with Cal Poly San Luis Obispo for Math and ELA support.

2019-20 Actions/Services

Continue to partner with Cal Poly San Luis Obispo for Math and ELA support.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|------------------|------------------|------------------|
| Amount | See Action 1.2.1 | See Action 1.2.1 | \$0 |
| Source | See Action 1.2.1 | See Action 1.2.1 | See Action 1.2.1 |

| | | | |
|------------------|------------------|------------------|------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | See Action 1.2.1 | See Action 1.2.1 | See Action 1.2.1 |

Action 1.3.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Implement an early release day once a week in which students dismiss at 2pm, allowing teachers common planning time.

2018-19 Actions/Services

Continue to implement an early release day once a week in which students

2019-20 Actions/Services

Continue to implement an early release day once a week in which students

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

dismiss at 2pm, allowing teachers common planning time.

dismiss at 2pm, allowing teachers common planning time.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | Nominal Costs | Nominal Costs | Nominal Costs |
| Budget Reference | Nominal Costs | Nominal Costs | Nominal Costs |

Action 1.3.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time.

2018-19 Actions/Services

Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time.

2019-20 Actions/Services

Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | \$272,405 | \$236,271.75 | \$279,303 |
| Source | Title 1 | Title I | Title 1 |
| Budget Reference | Resource 3010 | Resource 3010 | Resource 3010 |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.4.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth and/ or Low Income.

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Host symposium for Fortune staff and faculty to receive professional development.

2018-19 Actions/Services

Continue to host symposium for Fortune staff and faculty to receive professional development.

2019-20 Actions/Services

Continue to host symposium for Fortune staff and faculty to receive professional development.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|--|--|--|
| Amount | \$110,000 | \$100,000 | \$105,000 |
| Source | Symposiums are hosted by the CMO and built into the school's CMO support charge. | Symposiums are hosted by the CMO and built into the school's CMO support charge. | Symposiums are hosted by the CMO and built into the school's CMO support charge. |

| | | | |
|------------------|-------------------|-------------------|-------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | School CMO Budget | School CMO Budget | School CMO Budget |

Action 1.4.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Hold Institutions at campus level where Fortune staff will get hands on training and professional development.

2018-19 Actions/Services

Continue to hold Institutions at campus level where Fortune staff will get hand on training and professional development.

2019-20 Actions/Services

Continue to hold Institutions at campus level where Fortune staff will get hand on training and professional development.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------|-----------------|-----------------|
| Amount | Reference 1.4.1 | Reference 1.4.1 | \$6,500 |
| Source | Reference 1.4.1 | Reference 1.4.1 | Reference 1.4.1 |
| Budget Reference | Reference 1.4.1 | Reference 1.4.1 | Reference 1.4.1 |

Action 1.4.3.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Implement T-School and reading initiatives that teachers can participate in and implement within their classrooms.

2018-19 Actions/Services

Continue to implement T-School and reading initiatives that teachers can participate in and implement within their classrooms.

2019-20 Actions/Services

Continue to implement T-School and reading initiatives that teachers can participate in and implement within their classrooms.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------|-----------------|-----------------|
| Amount | Reference 1.4.1 | Reference 1.4.1 | \$0 |
| Source | Reference 1.4.1 | Reference 1.4.1 | Reference 1.4.1 |
| Budget Reference | Reference 1.4.1 | Reference 1.4.1 | Reference 1.4.1 |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.4.4.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue to employ a Director of Curriculum and Instruction and hire additional master teachers. Master teachers provide on-going coaching and professional development to teachers.

2018-19 Actions/Services

Continue to employ a Director of Curriculum and evaluate the need to hire additional master teachers who will continue to provide on-going coaching and professional development to teachers.

2019-20 Actions/Services

Continue to employ a Director of Curriculum and evaluate the need to hire additional master teachers who will continue to provide on-going coaching and professional development to teachers.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$363,518 | \$487,665 | \$633,456 |
| Source | LCFF, included in Teacher Support Charge | LCFF, included in Teacher Support Charge | LCFF, included in Teacher Support Charge |
| Budget Reference | Resource 0000 CMO Budget | Resource 0000 CMO Budget | Resource 0000 CMO Budget |

Action 1.4.5.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Employ reading aides at each site to focus on reading fluency.

2018-19 Actions/Services

Continue to employ reading aides at each site to focus on reading fluency.

2019-20 Actions/Services

Continue to employ reading aides at each site to focus on reading fluency.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|----------------------------------|---------------------|---------------------|
| Amount | \$50,189 \$23,153 \$20,046 | \$166,825 | \$149,486 |
| Source | Title I and LCFF | Title I and LCFF | Title I and LCFF |
| Budget Reference | Resource 3010, 0000 | Resource 3010, 0000 | Resource 3010, 0000 |

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.4.6.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

A cohort of administrators will attend the Relay National Principals and Supervisors Academy Fellowship on how to use data to drive classroom instruction.

2018-19 Actions/Services

Continue to teach administrators on the skills learned on how to use data to drive classroom instruction.

2019-20 Actions/Services

Continue to teach administrators on the skills learned on how to use data to drive classroom instruction.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------|--------------------------------|--------------------------------|
| Amount | \$90,044 | \$134,000 | \$85,591 |
| Source | Title 1 & II, Lottery and LCFF | Title 1 & II, Lottery and LCFF | Title 1 & II, Lottery and LCFF |
| Budget Reference | Resource 3010,1035,1100,6300 | Resource 3010,1035,1100,6300 | Resource 3010,1035,1100,6300 |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.5.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to employ a master teacher in Science.

2018-19 Actions/Services

Continue to employ a master teacher in Science.

2019-20 Actions/Services

Continue to employ a master teacher in Science.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|------------------|------------------|------------------|
| Amount | Reference 1.4.4. | Reference 1.4.4. | Reference 1.4.4. |

| | | | |
|------------------|------------------|------------------|------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Source | Reference 1.4.4. | Reference 1.4.4. | Reference 1.4.4. |
| Budget Reference | Reference 1.4.4. | Reference 1.4.4. | Reference 1.4.4. |

Action 1.5.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Provide science lab kits to enhance the NGSS curriculum adopted.

2018-19 Actions/Services

Replenish needed supplies and continue to provide science kits for the middle school science labs to enhance the NGSS curriculum.

2019-20 Actions/Services

Replenish needed supplies and continue to provide science kits for the middle school science labs to enhance the NGSS curriculum.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | \$90,440 | \$35,219 | \$71,081 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Resource 0000 | Resource 0000 | Resource 0000 |

Action 1.5.3.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide lead science teachers at each campus who will support, co-teach and assist new and other teachers.

2018-19 Actions/Services

Continue to provide lead science teachers at each campus who will support, co-teach and assist new and other teachers.

2019-20 Actions/Services

Continue to provide lead science teachers at each campus who will support, co-teach and assist new and other teachers.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | \$9,100 | \$9,040 | \$9,025 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Resource 0000 | Resource 0000 | Resource 0000 |

Action 1.6.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

Continue to implement a visual and performing arts education program at each school site.

2018-19 Actions/Services

Continue to implement a visual and performing arts education program at each school site.

2019-20 Actions/Services

Continue to implement a visual and performing arts education program at each school site.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------------|------------------------|------------------------|
| Amount | Reference Action 1.3.2 | Reference Action 1.3.2 | Reference Action 1.3.2 |
| Source | Reference Action 1.3.2 | Reference Action 1.3.2 | Reference Action 1.3.2 |
| Budget Reference | Reference Action 1.3.2 | Reference Action 1.3.2 | Reference Action 1.3.2 |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.7.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Administer the NWEA Map, a nationally norm referenced text in ELA and Math to all students in grade TK-9.

2018-19 Actions/Services

Continue to administer the NWEA Map, a nationally norm referenced text in ELA and Math to all students in grade TK-10.

2019-20 Actions/Services

Continue to administer the NWEA Map, a nationally norm referenced text in ELA and Math to all students in grade TK-11.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | \$16,368 | \$16,090 | \$16,301 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Resource 0000 | Resource 0000 | Resource 0000 |

Action 1.7.3.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math.

2018-19 Actions/Services

Continue to have a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math.

2019-20 Actions/Services

Continue to have a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Reference 1.7 | Reference 1.7 | \$41,648 |
| Source | Reference 1.7 | Reference 1.7 | Reference 1.7 |
| Budget Reference | Reference 1.7 | Reference 1.7 | Reference 1.7 |

Action 1.7.4.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide small group instruction during Intercession for students below 80% proficiency in ELA and math.

2018-19 Actions/Services

Continue to provide small group instruction during Intercession for students below 80% proficiency in ELA and math.

2019-20 Actions/Services

Continue to provide small group instruction during Intercession for students below 80% proficiency in ELA and math.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------------------|---------------------------|---------------------------|
| Amount | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 |
| Source | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 |
| Budget Reference | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 |

Action 1.8.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | |
|--|--|---|
| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| | Schoolwide | All |

Actions/Services

| | | |
|---|---|---|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Unchanged | Modified | Modified |

| | | |
|---|---|---|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Partner with higher education institutions for 5 th grade trip to a college for hands on Science activities. | Continue to partner with a higher education institutions for 5 th grade trip to a college for hands on Science activities. | Continue to partner with a higher education institutions for 5 th grade trip to a college for hands on Science activities. |

Budgeted Expenditures

| | | | |
|------------------|-----------------------|-----------------------|-----------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$29,000 | \$36,000 | \$38,200 |
| Source | Lottery- unrestricted | Lottery- unrestricted | Lottery- unrestricted |
| Budget Reference | Resource 1100 | Resource 1100 | Resource 1100 |

Action 1.9.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide ELD interventions to all ELL's.

2018-19 Actions/Services

Continue to provide ELD interventions to all ELL's.

2019-20 Actions/Services

Continue to provide ELD interventions to all ELL's.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|--------------------------------------|--------------------------------------|--------------------------------------|
| Amount | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |
| Source | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Budget Reference | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |

Action 1.9.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Student Groups

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

English Learners

English Learners

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Administer, score and analyze the CELDT for instructional planning.

2018-19 Actions/Services

Continue to administer, score and analyze the CELDT/ELPAC for instructional planning.

2019-20 Actions/Services

Continue to administer, score and analyze the CELDT/ELPAC for instructional planning.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Amount | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |
| Source | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |
| Budget Reference | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |

Action 1.9.3.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

English Learners

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

EL's have access to research-based instructional strategies and materials.

2018-19 Actions/Services

Continue to ensure that EL's have access to research-based instructional strategies and materials.

2019-20 Actions/Services

Continue to ensure that EL's have access to research-based instructional strategies and materials.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Amount | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |
| Source | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |
| Budget Reference | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 | Reference 1.1.1. and 1.7.3 and 1.7.4 |

Action 1.10.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

Develop a course schedule that allows all students to take at least one trimester of a foreign language.

2018-19 Actions/Services

Continue to implement a course schedule that allows all students to take at least one trimester of foreign language.

2019-20 Actions/Services

Continue to implement a course schedule that allows all students to take at least one trimester of foreign language.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | Salary for foreign language instructor – reference 1.1.1 | Salary for foreign language instructor – reference 1.1.1 | Salary for foreign language instructor – reference 1.1.1 |
| Source | Salary for foreign language instructor – reference 1.1.1 | Salary for foreign language instructor – reference 1.1.1 | Salary for foreign language instructor – reference 1.1.1 |
| Budget Reference | Salary for foreign language instructor – reference 1.1.1 | Salary for foreign language instructor – reference 1.1.1 | Salary for foreign language instructor – reference 1.1.1 |

Action 1.11.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Organize a fourth grade field lesson to California state and historic landmarks. (IE State Capitol, Sutter's Fort and California Indian Museum.).

2018-19 Actions/Services

Continue to organize a fourth grade field lesson to California state and historic landmarks. (IE: State capitol, Sutter's Fort and California Indian Museum.).

2019-20 Actions/Services

Continue to organize a fourth grade field lesson to California state and historic landmarks. (IE: State capitol, Sutter's Fort and California Indian Museum.).

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|-----------------------|------------------|------------------|
| Amount | \$96,000 | Reference 2.1.1. | Reference 2.1.1. |
| Source | Lottery- unrestricted | Resource 1100 | Resource 1100 |

| | | | |
|------------------|---------------|-----------------------|-----------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | Resource 1100 | Lottery- unrestricted | Lottery- unrestricted |

Action 1.11.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| | |
|--------------------|---------------|
| All Student Groups | All Locations |
|--------------------|---------------|

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|----------|----------|
| Unchanged | Modified | Modified |
|-----------|----------|----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|--|--|
| Scholars will participate in a community service project each trimester. | Continue to have scholars participate in a community service project each trimester. | Continue to have scholars participate in a community service project each trimester. |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | \$73,000 | Nominal Costs | Nominal Costs |
| Source | LCFF | Nominal Costs | Nominal Costs |
| Budget Reference | Resource 0000 | Nominal Costs | Nominal Costs |

Action 1.11.3.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Hold an African American program or do a project in which students learn about and celebrate African American History.

2018-19 Actions/Services

Schools will continue to hold an African American program or do a project in which students learn about and celebrate African American History.

2019-20 Actions/Services

Schools will continue to hold an African American program or do a project in which students learn about and celebrate African American History.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------|------------------|------------------|
| Amount | Reference 1.11.2 | Reference 1.11.2 | Reference 1.11.2 |
| Source | Reference 1.11.2 | Reference 1.11.2 | Reference 1.11.2 |
| Budget Reference | Reference 1.11.2 | Reference 1.11.2 | Reference 1.11.2 |

Action 1.12.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

9th grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU.

2018-19 Actions/Services

9th grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU.

2019-20 Actions/Services

9th grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------|-----------------|-----------------|
| Amount | Reference 1.2.1 | Reference 1.2.1 | Reference 1.2.1 |
| Source | Reference 1.2.1 | Reference 1.2.1 | Reference 1.2.1 |
| Budget Reference | Reference 1.2.1 | Reference 1.2.1 | Reference 1.2.1 |

Action 1.13.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

11th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status.

2018-19 Actions/Services

10th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status.

2019-20 Actions/Services

11th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------------------|---------------------------|---------------------------|
| Amount | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 |
| Source | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 |
| Budget Reference | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 | Reference 1.1.1 and 1.1.2 |

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measureable, and make no excuses based on the background of students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

- LCAP Stakeholder feedback on Parent Education.
- LCAP Stakeholder feedback regarding information and training for School Site Councils would be helpful.
- Disparities in suspension rates by race.
- Disproportionately higher suspension and expulsion rates for students of color.
- African American public high school graduates have a 36% college-going rate to a UC or CSU.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| 2.1. 100% of students will have the opportunity to attend a college field lesson each year. | 100% of students will visit a college. | 100% of students will visit a college. | 100% of students will visit a college. | 100% of students will visit a college. |
| 2.2. Continue to have fully functioning and compliant School Site Council to ensure parent input & decision making. | School Site Council will be fully functioning and in accordance to ED Code related to Title I. | School Site Council will be fully functioning and in accordance to ED Code related to Title I. | School Site Council will be fully functioning and in accordance to ED Code related to Title I. | School Site Council will be fully functioning and in accordance to ED Code related to Title I. |
| 2.3. Develop a parent education program that supports having a 95% attendance rate at all schools. | Parent Education offered at all school sites. | Parent Education offered at all school sites. | Parent Education offered at all school sites. | Parent Education offered at all school sites. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 2.4. Chronic absenteeism is a rate at or below 5%. | Chronic absenteeism is a rate at or below 5%. | Chronic absenteeism is a rate at or below 5%. | Chronic absenteeism is a rate at or below 5%. | Chronic absenteeism is a rate at or below 5%. |
| 2.5. Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate. | Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate. | Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate. | Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate. | Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate. |
| 2.6. Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%. | 2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%. | 2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%. | 2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%. | 2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%. |
| 2.7. 100% of parents will sign a Commitment to Excellence Contract that they will provide 40 or more completely voluntary service hours per academic year, ensure that their child will participate in extended learning as determined by faculty. | Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents. | Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents. | Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents. | Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents. |
| 2.8. Over 50% of parents who respond to the annual parent survey will say they are satisfied with their child's school. | 50% of parents surveyed will say they are satisfied with their scholar's school. | 50% of parents surveyed will say they are satisfied with their scholar's school. | 50% of parents surveyed will say they are satisfied with their scholar's school. | 50% of parents surveyed will say they are satisfied with their scholar's school. |

Action 2.1.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Organize an annual college field lesson for each student.

2018-19 Actions/Services

Continue to organize an annual college field lesson for each student.

2019-20 Actions/Services

Continue to organize an annual college field lesson for each student.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|----------------------|----------------------|----------------------|
| Amount | \$96,000 | \$70,000 | \$62,000 |
| Source | Lottery – Restricted | Lottery – Restricted | Lottery – Restricted |
| Budget Reference | Resource 1100 | Resource 1100 | Resource 1100 |

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.2.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue to employ a Coordinator of Compliance.

2018-19 Actions/Services

Continue to employ a Coordinator of Compliance.

2019-20 Actions/Services

Continue to employ a Coordinator of Compliance.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$83,535

\$87,184

\$85,091

| | | | |
|------------------|---------------------|---------------------|---------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Source | Title I , LCFF | Title I , LCFF | Title I , LCFF |
| Budget Reference | Resource 3010, 0000 | Resource 3010, 0000 | Resource 3010, 0000 |

Action 2.2.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth and/ or Low Income.

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

The Coordinator of Compliance will continue to monitor and support the School Site Council for compliance.

2018-19 Actions/Services

The Coordinator of Compliance will continue to monitor and support the School Site Council for compliance.

2019-20 Actions/Services

The Coordinator of Compliance will continue to monitor and support the School Site Council for compliance.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | Nominal Costs | Nominal Costs | Nominal Costs |
| Budget Reference | Nominal Costs | Nominal Costs | Nominal Costs |

Action 2.2.3.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide annual system-wide training for School Site Council Members.

2018-19 Actions/Services

Continue to provide annual system-wide training for School Site Council members.

2019-20 Actions/Services

Continue to provide annual system-wide training for School Site Council members.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | Nominal Costs | Nominal Costs | Nominal Costs |
| Budget Reference | Nominal Costs | Nominal Costs | Nominal Costs |

Action 2.3.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|----------|----------|
| Unchanged | Modified | Modified |
|-----------|----------|----------|

2017-18 Actions/Services

Host a series of Parent Education opportunities that will provide parents/ guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement.

2018-19 Actions/Services

Continue to host a series of Parent Education opportunities that will provide parents/ guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement.

2019-20 Actions/Services

Continue to host a series of Parent Education opportunities that will provide parents/ guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$37,200 Parent Academies \$25,800 Parent Convention | \$41,972 Parent Academies \$25,800 Parent Convention | \$60,534 |
| Source | Title I and LCFF Title I and Lottery | Title I and LCFF Title I and Lottery | Title I and LCFF Title I and Lottery |
| Budget Reference | Resource 3010, 6300 | Resource 3010, 6300 | Resource 3010, 6300 |

Action 2.3.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Host an annual parent convention that allows Fortune parents to receive training on academic strategies, and resources that will assist in their scholar's academic success.

2018-19 Actions/Services

Continue to host an annual parent convention that allows Fortune parents to receive training on academic strategies and resources that will assist in their scholar's academic success.

2019-20 Actions/Services

Continue to host an annual parent convention that allows Fortune parents to receive training on academic strategies and resources that will assist in their scholar's academic success.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------|-----------------|-----------------|
| Amount | Reference 2.3.1 | Reference 2.3.1 | \$0 |
| Source | Reference 2.3.1 | Reference 2.3.1 | Reference 2.3.1 |
| Budget Reference | Reference 2.3.1 | Reference 2.3.1 | Reference 2.3.1 |

Action **2.3.3.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide a cohort based parent academy to provide parent education for scholars in Grades TK – 9.

2018-19 Actions/Services

Provide a cohort based parent academy to provide parent education for scholars in Grades TK – 10,

2019-20 Actions/Services

Provide a cohort based parent academy to provide parent education for scholars in Grades TK – 11.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------|-----------------|-----------------|
| Amount | Reference 2.3.1 | Reference 2.3.1 | Reference 2.3.1 |
| Source | Reference 2.3.1 | Reference 2.3.1 | Reference 2.3.1 |
| Budget Reference | Reference 2.3.1 | Reference 2.3.1 | Reference 2.3.1 |

Action 2.3.4.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth and/ or Low Income.

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Implement the Board-adopted attendance policy.

2018-19 Actions/Services

Continue to implement the Board-adopted attendance policy.

2019-20 Actions/Services

Continue to implement the Board-adopted attendance policy.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | Nominal Costs | Nominal Costs | Nominal Costs |
| Budget Reference | Nominal Costs | Nominal Costs | Nominal Costs |

Action 2.4.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|----------|----------|
| Unchanged | Modified | Modified |
|-----------|----------|----------|

2017-18 Actions/Services

Hire a designated person responsible for all attendance related matters.

2018-19 Actions/Services

Continue to employ a designated person responsible for all attendance related matters.

2019-20 Actions/Services

Continue to employ a designated person responsible for all attendance related matters.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | \$45,131.00 | \$53,204 | \$55,609 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Resource 0000 | Resource 0000 | Resource 0000 |

Action 2.4.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Develop and implement a SARB process that is consistent with the Board-adopted attendance policy.

2018-19 Actions/Services

Develop and implement a SARB process that is consistent with the Board-adopted attendance policy.

2019-20 Actions/Services

Develop and implement a SARB process that is consistent with the Board-adopted attendance policy.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | Nominal Costs | Nominal Costs | Nominal Costs |

| | | | |
|------------------|---------------|---------------|---------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | Nominal Costs | Nominal Costs | Nominal Costs |

Action 2.5.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Implement various student engagement programs including:
 - Competitive Sports programs
 - Continue to employ an Athletic Director.

2018-19 Actions/Services

Continue to implement various student engagement programs including:
 - Competitive Sports programs
 - Continue to employ an Athletic Director.

2019-20 Actions/Services

Continue to implement various student engagement programs including:
 - Competitive Sports programs
 - Continue to employ an Athletic Director.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | \$155,737 | \$194,355 | \$296,386 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Resource 0000 | Resource 0000 | Resource 0000 |

Action 2.5.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Expose 6th grade students to an outdoor education opportunity through a 4-day trip to Sly Park.

2018-19 Actions/Services

Continue to expose 6th grade students to an outdoor education opportunity through a 4-day trip to Sly Park.

2019-20 Actions/Services

Continue to expose 6th grade students to an outdoor education opportunity through a 4-day trip to Sly Park.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------|----------------------|----------------------|
| Amount | Reference 1.10.1 | \$24,000 | \$29,000 |
| Source | Reference 1.10.1 | Lottery – Restricted | Lottery – Restricted |
| Budget Reference | Reference 1.10.1 | Resource 1100 | Resource 1100 |

Action 2.6.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|--|--|
| Continue to use the Board-adopted progressive discipline matrix. | Continue to use the Board-adopted progressive discipline matrix. | Continue to use the Board-adopted progressive discipline matrix. |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | Nominal Costs | Nominal Costs | Nominal Costs |
| Budget Reference | Nominal Costs | Nominal Costs | Nominal Costs |

Action 2.6.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Student Groups

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to employ staff to supervise students and manage student behaviors. (IE: Behavior Aides & Behavior Technicians).

2018-19 Actions/Services

Continue to employ staff to supervise students and manage student behaviors. (IE: Behavior Aides & Behavior Technicians).

2019-20 Actions/Services

Continue to employ staff to supervise students and manage student behaviors. (IE: Behavior Aides & Behavior Technicians).

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|------------------|------------------|------------------|
| Amount | \$317,452 | \$400,121 | \$382,460 |
| Source | Title I and LCFF | Title I and LCFF | Title I and LCFF |

| | | | |
|------------------|---------------------|---------------------|---------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | Resource 3010, 0000 | Resource 3010, 0000 | Resource 3010, 0000 |

Action 2.7.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Include a Commitment to Excellence Contract (Parent Compact) in the enrollment process for parent signature.

2018-19 Actions/Services

Continue to include a Commitment to Excellence Contract (Parent Compact) in

2019-20 Actions/Services

Continue to include a Commitment to Excellence Contract (Parent Compact) in

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

the enrollment process for parent signature.

the enrollment process for parent signature.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | Nominal Costs | Nominal Costs | Nominal Costs |
| Budget Reference | Nominal Costs | Nominal Costs | Nominal Costs |

Action 2.7.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.

2018-19 Actions/Services

Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.

2019-20 Actions/Services

Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | \$161,928 | \$177,373 | \$191,695 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Resource 0000 | Resource 0000 | Resource 0000 |

Action 2.8.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|---|---|
| Provide parents with an annual parent survey. | Continue to provide parents with an annual parent survey. | Continue to provide parents with an annual parent survey. |
|---|---|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | | | |
| Budget Reference | | | |

Action 2.8.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey.

2018-19 Actions/Services

Continue to include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey.

2019-20 Actions/Services

Continue to include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | | | |

| | | | |
|------------------|---------|---------|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | | | |

Goal 3

Create safe, clean and welcoming learning environments.

State Priorities: 1

Local Priorities:

Identified Need:

- Required by state law.
- Fortune’s charter petition states that 80% of parents will express confidence that the school are safe and secure.
- This goal allows for us to understand how our stakeholders feel about the safety and security of each campus.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|--|
| 3.1. 100% of school sites will earn a “good” rating on the State of California Facilities Inspection Tool. | Use of the CA Facility Inspection Tool and earn a “good” rating. | Use of the CA Facility Inspection Tool and earn a “good” rating. | Use of the CA Facility Inspection Tool and earn a “good” rating. | Use of the CA Facility Inspection Tool and earn a “good” rating. |
| 3.2. 80% of parents surveyed will express confidence that the schools are safe and secure. | Annual parent survey given to 100% of parents. | Annual parent survey given to 100% of parents. | Annual parent survey given to 100% of parents. | Annual parent survey given to 100% of parents. |
| 3.3. Over 50% of teachers surveyed will say their school site is safe and secure. | 50% of teachers surveyed will say their school site is safe and secure. | 50% of teachers surveyed will say their school site is safe and secure. | 50% of teachers surveyed will say their school site is safe and secure. | 50% of teachers surveyed will say their school site is safe and secure. |
| 3.4. A majority of students surveyed will say their school site is safe and secure. | Majority of students surveyed will say their school site is safe and secure. | Majority of students surveyed will say their school site is safe and secure. | Majority of students surveyed will say their school site is safe and secure. | Majority of students surveyed will say their school site is safe and secure. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|--|
| 3.5. 100% of school sites will earn a "good" rating on the State of California Facilities Inspection Tool. | Use of the CA Facility Inspection Tool and earn a "good" rating. | Use of the CA Facility Inspection Tool and earn a "good" rating. | Use of the CA Facility Inspection Tool and earn a "good" rating. | Use of the CA Facility Inspection Tool and earn a "good" rating. |

Action 3.1.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Custodial supervisor uses the CA facilities Inspection Tool.

2018-19 Actions/Services

Custodial supervisor continues to utilize the CA facilities Inspection Tool.

2019-20 Actions/Services

Custodial supervisor continues to utilize the CA facilities Inspection Tool.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------------------|------------------------------|------------------------------|
| Amount | \$64,407 | \$66,051 | \$75,422 |
| Source | LCFF, included in CMO charge | LCFF, included in CMO charge | LCFF, included in CMO charge |
| Budget Reference | Resource 0000 | Resource 0000 | Resource 0000 |

Action 3.1.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Custodial staff will participate in monthly meetings.

2018-19 Actions/Services

Continue monthly custodial staff meetings scheduled.

2019-20 Actions/Services

Continue monthly custodial staff meetings scheduled.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | | | |
| Budget Reference | | | |

Action 3.2.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|-----|
| | Schoolwide | All |
|--|------------|-----|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

Include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school.

2018-19 Actions/Services

Continue to include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school.

2019-20 Actions/Services

Continue to include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | | | |
| Budget Reference | | | |

Action 3.3.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Schoolwide

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Create and implement a teacher survey to measure their sense of campus safety.

2018-19 Actions/Services

Continue to implement a teacher survey to measure their sense of campus security.

2019-20 Actions/Services

Continue to implement a teacher survey to measure their sense of campus security.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | | | |

| | | | |
|------------------|---------|---------|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | | | |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.4.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Student Groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Locations

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Create and implement a student survey to measure school climate and their overall sense of campus safety.

2018-19 Actions/Services

Continue to implement a student survey to measure school climate and their overall sense of campus safety.

2019-20 Actions/Services

Continue to implement a student survey to measure school climate and their overall sense of campus safety.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------|---------------|---------------|
| Amount | Nominal Costs | Nominal Costs | Nominal Costs |
| Source | | | |
| Budget Reference | | | |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 3,216,308

28.91%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Fortune School's LCAP goals serve all students and all schools except for actions associated with Measureable Outcome 1.9 which focuses on English Learners. At this time English Learners are one of the highest performing sub-groups within our students. Budget costs for this area are factored into the certificated teacher salaries and salary schedule.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard-adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition may choose to distinguish between sites by entering “Specific Schools”, and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state Board-adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/ic/documents/lrngcntyvatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|---|
| Fortune School of Education | Bonnie Bensen, Chief Financial Officer | bbensen@fortuneschool.us 916-924-8633 |

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

COVID-19 has hit our community hard. A slow turn-around time for testing coupled with a lack of a rigorous contact tracing system has allowed the virus to spread. The African American community we serve has been disproportionately harmed by COVID-19.

We have responded by following the rigorous guidance of health officials. During the spring and early summer, we created plans to provide a hybrid learning model for our scholars. In our plan, scholars would be seated at desks set 6 feet apart, and we built in time to sanitize. Families who choose the hybrid model would send their students to our school for approximately half of their instructional minutes. The remainder of those minutes would occur through distance learning. Alternatively, parents could choose the Distance Learning Only model for their students.

In July, we shifted to planning only our Distance Learning program. Governor Newsom ordered that schools in our county deliver all instruction through distance learning. Now all our scholars are receiving live daily instruction via distance learning.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

We have made multiple efforts to solicit stakeholder feedback during this tumultuous time.

Staff Survey about Distance Learning = In June, we asked staff to tell us their reflections on our spring distance learning experience. We received responses from 99 staff, which included all our principals, nearly all our classroom teachers, and 25 additional staff.

Scholar Survey about Distance Learning = In June, we asked middle and high school scholars to tell us their reflections on our spring distance learning experience. We received responses from 474 scholars, which reflected virtually all scholars in grades 6 through 12.

School Reopening Survey = In late June, we asked families to tell us their preferred learning options for each of their scholars. We received responses for 990 scholars, which is close to half of our current total enrollment.

Family Technology Survey = In July, we asked families to tell us about the technology needs for each of their scholars. We received responses for 895 scholars, which is over 40% of our current total enrollment.

Learning Continuity and Attendance Plan Parent Academy = In early September, over 100 parents participated in our online Parent Academy to provide feedback on our Learning Plan. We advertised in multiple ways, both centrally through our parent communication system ParentSquare and with principals at each site reaching out to families through their own channels (e.g. ClassDojo, Morning Meeting). We held the meeting on Zoom, with parents providing their feedback via chat. During and after the presentation, we asked attendees to provide recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan. The resulting chat produced nine pages of comments!

[A description of the options provided for remote participation in public meetings and public hearings.]

Staff and families are able to participate in our public meetings and hearings via internet or telephone. Additionally, stakeholders are welcome to submit written comments in advance to be read aloud during the meetings.

[A summary of the feedback provided by specific stakeholder groups.]

The feedback is summarized within each individual effort we made.

Staff Survey about Distance Learning = For five specific aspects of our spring distance learning effort, staff rated both the rollout and “effectiveness for scholar learning.” (Note: Moby Max and Reading Eggs are two online programs we utilized to give scholars practice learning specific educational standards.) The rating scales were (1) Not at All, (2) Slightly, (3) Somewhat, (4) Quite, and (5) Extremely.

| | Videos | Assignments | Office Hours | Moby Max | Reading Eggs |
|---|--------|-------------|--------------|----------|--------------|
| Quite or Extremely Satisfied with the Rollout | 81 | 70 | 62 | 74 | 73 |
| Quite or Extremely Satisfied with the Effectiveness | 61 | 50 | 56 | 75 | 65 |

- Between 62% and 81% of staff reported being quite or extremely satisfied with the rollout of all five components of distance learning. The lowest level of satisfaction was for Office Hours, and the highest level was for Videos.
- Between 50% and 75% of staff reported being quite or extremely satisfied with all five components’ effectiveness for scholar learning. The lowest level of satisfactions was for Assignments, and the highest level was for MobyMax.

Scholar Survey about Distance Learning = Scholars reported how much they utilized specific aspects of distance learning, and then rated those aspects on a 5-point scale (1 = worst, 5 = best). The questions differed by grade span because the distance learning for middle schoolers was very different than the one high schoolers experienced. Middle schoolers watched teacher-created videos and worked in MobyMax, while high schoolers attended live sessions with teachers and often took at least one online course at a local community college. Both sets of scholars completed Google Classroom assignments and had the option of attending office hours with their teachers.

- **Assignments:** 83% of scholars said it was moderately to very easy to use Google Classroom to access and turn in assignments, and 70% said they usually or almost always turned in their assignments.
- **Office Hours:** Over a third of scholars attended office hours just once in a while, and nearly half never attended. Of those who attended office hours, 76% reported they were helpful.
- **Videos:** While over half of middle schoolers reported that videos presented information clearly, and a third found the videos interesting.
- **MobyMax:** Nearly half of middle schoolers used MobyMax every week. 47% reported that it was helpful, and another 28% reported that it was somewhat helpful (i.e. a rating of 3 out of 5).
- **Live Sessions:** 72% of high schoolers reported attending the teacher live sessions each week, and only 5% never attended. Two thirds of attendees reported that the live sessions were clear, and one third felt they were interesting.
- **Online community college classes:** Only 42% of those who took these courses, provided by Cosumnes River College, felt that the information was presented clearly.

School Reopening Survey = First, parents reported whether they wanted to send their scholar to school for part of the day (with our Hybrid Model) or have their scholar do the Distance Learning Only option. We had 23% of families choose the distance learning only option. For those who wanted the Hybrid Model, we asked a follow up question. Families of elementary and high school scholars were asked whether they wanted in-person instruction in mornings or afternoons, while families of middle school scholars were asked whether they wanted in-person instruction on Monday and Tuesday or on Wednesday and Thursday. We found that families overwhelmingly wanted the mornings and the Monday/Tuesday option – 84% of them. The responses to our questions did not vary significantly by school site or grade.

Family Technology Survey = In preparation for the 2020-21 school year, we administered a family technology survey to determine how many Chromebooks we needed to order such that each scholar would have their own. We were successful in providing each scholar with their own device. Here's what we found in the survey that we used for our planning:

- 44% of respondents had received a Chromebook, including 9% who needed theirs to be repaired or replaced
- 56% of respondents had not received a Chromebook
- 8% of scholars lacked reliable internet at home, and would therefore need a Wi-Fi hotspot.

Learning Continuity and Attendance Plan Parent Academy = People expressed gratitude for the information shared during the presentation. Several people mentioned that the wanted recorded lessons to be posted as soon as possible. Others were concerned that their scholars needed more training in handwriting. A number of attendees mentioned technology difficulties when trying to attend virtual classes. A few mentioned that they had not received help quickly after contacting our tech support team. Several wished that there could be an easier process to access MobyMax. A few stated that their scholars received too much schoolwork. Even attendees who had critical comments also expressed thanks for all the work that teachers and staff are doing during this most unusual school year.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

We decided to continue utilizing MobyMax after positive response from staff and scholars on the Distance Learning Surveys.

Through surveys and our spring experience, we learned that some scholars have a difficult time regularly engaging in distance learning. We knew that support staff could help by contacting particular families and helping them access our curriculum and resources.

We decided to hold synchronous components of distance learning in the mornings, seeing how parents would prefer such arrangement in the hybrid learning model.

From the Family Technology Survey, we learned about different families' internet/ technology needs and acted on this information by providing new Chromebooks and hotspots to those who lack such distance learning tools.

We are continually looking for ways to incorporate feedback, especially those from the recent Parent Academy meeting, into our current systems.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

At this time, we are unable to offer any classroom-based instruction because of Governor Newsom's order regarding school responses to COVID-19. We have developed plans to provide a hybrid model of instruction, when that becomes possible. In this hybrid model, students will have classroom-based instruction for approximately half of their instructional minutes. Such a model will be necessary to maintain 6 feet of distance around all desks and devote time to sanitizing all classrooms regularly. Several additional pieces are necessary to make this work. Most importantly, instructional aides need to provide enhanced levels of assistance in order to ensure that scholars can attend school in this format. We obtained personal protective equipment (PPE) and thermometers to follow the guidance of local health officials. We also have counselors ready to assist students and staff who need additional support during this global crisis.

We are making strenuous efforts to minimize and reduce the learning loss that resulted from school closures in the spring. We have developed a plan to implement our rigorous academic program with a goal of being "Pandemic Proof." To accomplish this, we have adapted all of our programs to be taught in a distance learning model that includes both synchronous classes through Google Classroom and Google Meet, and asynchronous classes that lean heavily on Reading Eggs, an online learning program, in grades K-1, and MobyMax, an online learning program, in grades K-8 to enhance scholar learning. Our goal is to stay true to our Five Pillars: High Expectations, Choice & Commitment, More Time, Focus on Results, and Citizenship. To do this, all scholars in grades K-2 experience synchronous classes in ELA, Humanities, Science and Math. Students in grades 2-4 experience synchronous classes in ELA and Math, and students in grades 5-8 experience synchronous classes in ELA, Math and Science. Our scholars experience asynchronous classes that include additional work in ELA and Math through Reading Eggs (K-1) and MobyMax (K-1), as well as asynchronous classes for Science (2-4), Humanities (2-8), and Electives including: Music, Art, Leadership, and SAYS (Sacramento Area Youth Speaks).

MobyMax has been a foundational part of our program that was used in the spring, and as a program scholars were encouraged to use over the summer. As scholars progress through the online lessons, MobyMax tracks their academic grade level and estimates which standards

they have mastered. This data allows us to identify which scholars are performing furthest behind grade level, much like a screening test or formative assessment. We can use MobyMax along with other material to target particular standards that scholars have not yet mastered. Additionally, we will continue to administer NWEA interim assessments three times a year, at the end of each trimester. These computer-adaptive assessments resemble – and help us predict scholars’ scores on – the state summative tests. These interim assessments will help us to identify which scholars need the most assistance to meet state standards in their grade by the end of the school year.

Actions Related to In-Person Instructional Offerings [Additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|--------------|--------------|
| Masks | \$30,000.00 | Y |
| Front Office Partitions | \$20,000.00 | Y |
| Directional/ Social Distancing Signage | \$16,000.00 | Y |
| Hand sanitizing stations | \$12,000.00 | Y |
| Sanitizing Playgrounds | \$3,940.00 | Y |
| Cleaning Supplies | \$116,600.00 | Y |
| Thermometers (purchased in prior fiscal year) | \$0.00 | Y |

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

We have endeavored to make our instructional plans “pandemic proof.” We are prepared to offer all our instruction via distance learning for the entire school year, if necessary. Additionally, we will maintain our systems regardless of whether we are teaching in person or via distance learning. For example, Google Classroom is the permanent hub for assignments for 2020-21 school year. All distance learning assignments are connected to it, and scores for those assignments are imported into Aeries, our student information system. Even if we are able to return to some in-person instruction, we will continue to utilize Google Classroom in this way. This will allow scholars to experience the same assignment interface whether they are at home or at school. Similarly, we will continue to utilize software such as Nearpod and MobyMax all school year.

Our curriculum is based on grade level spans and subjects. Each grade level span has a distinct core curriculum that has a proven track record of success when implemented with fidelity. Our grade level spans and subjects are as follows:

- K-1 ELA/Humanities/Science: EL Education is our core curriculum for ELA, Humanities and Science in Grades K-1. EL Education is designed to provide scholars with rigorous content and small group instruction. Our scholars have daily “Module” lessons, which focus on reading comprehension, daily “Skills” blocks, which focus on reading foundational skills, and daily “lab” lessons, which integrate social studies and science lessons into reading instruction. We have adapted in person learning to daily synchronous lessons using Google Meet and Google Classroom, and provide additional learning opportunities through Asynchronous learning using MobyMax and Reading Eggs.
- 2-4 ELA/Humanities: A hybrid of modified curriculum from HMH Journeys and iReady Reading and Writing is our core ELA curriculum for grades 2-4. This curriculum is designed to focus on Close Reading and Habits of Discussion, foundational skills instruction, and writing to ensure scholars are well prepared for the curriculum they will experience in grades 5-8. Through partnership with Achievement Partners and Achievement First, we have identified the best content in the Journeys Curriculum and iReady, and developed units and lessons that focus on close reading for comprehension, foundational reading skills, and writing. We have modeled instructional delivery after our 5-8 ELA program to ensure continuity through our program. We have adapted in person learning to daily synchronous lessons using Google Meet and Google Classroom, and provide additional learning opportunities through Asynchronous learning using MobyMax.
- 5-8 ELA/Humanities: Achievement First’s Navigator (AF Navigator) ELA Curriculum is our core curriculum for ELA/Humanities for grades 5-8. AF Navigator’s ELA curriculum is designed to provide scholars with rigorous content that is highlighted by a commitment to scholars doing the heavy lifting, utilizing discourse, and seeing teachers as a facilitator to this process. We have adapted in person learning to daily synchronous lessons using Google Meet and Google Classroom, and provide additional learning opportunities through Asynchronous learning using MobyMax.
- K-8 Math: Achievement First’s Navigator (AF Navigator) Math Curriculum is our core curriculum for Math is Grades K-8. AF Navigator is designed to provide scholars with rigorous instruction that is highlighted by a commitment to scholars doing the heavy lifting, utilizing discourse, and seeing teachers as a facilitator to this process. We have adapted in person learning to daily synchronous lessons using Google Meet and Google Classroom, and provide additional learning opportunities through Asynchronous learning using MobyMax.
- 2-4 Science: A combination of MobyMax Science and Unit Based Asynchronous Assignments using materials from Foss Kits are our core distance learning curriculum for Science in grades 2-4. MobyMax Science provides asynchronous content that is tailored to the scholars level, which our unit based Asynchronous Assignments provide scholars with hands-on experiences to continue learning science concepts.
- 5th Grade Science: Amplify Science Anywhere is our core curriculum for 5th Grade Science. Amplify Science is designed to provide scholars with a literacy-rich approach, hands on investigations (where possible in distance learning), and engaging digital experiences to empower scholars to think, read, write, and argue like 21st-century scientists and engineers.
- 6th - 8th Grade Science: Lab-Aids Science is our core curriculum for 6th - 8th Grade Science. Lab-Aids Science is designed to provide scholars with a literacy-rich approach, hands on investigations (where possible in distance learning), and engaging digital experiences to empower scholars to think, read, write, and argue like 21st-century scientists and engineers. We also work with our partner Apple to execute the “Everyone Can Code Curriculum,” giving scholars an opportunity to learn coding using SWIFT language.
- 9 - 12: Our high school courses were designed in partnership with Cal Poly San Luis Obispo and Cosumnes River College to provide scholars with content that is focused on learning by doing. Our scholars have two tracks they may engage in. One that leads to

completion of an Associate's degree in concert with coursework at Cosumnes River College, and one that leads to a high school diploma that completes all a-g requirements.

Very little would change if scholars become able to attend school in person midyear. In distance learning, scholars have a significant amount of time engaged in synchronous learning with their teachers. A shift to in-person instruction would allow at least some of that synchronous learning to be face-to-face. Teachers would still utilize video to connect to scholars who were not in-person. And we would still use all the same pacing guides, software, and systems to manage assignments.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

For 2020-21, we have provided a Chromebook for every scholar. When school closed suddenly in spring of 2019-20, we reached out to all our families and held a Chromebook drive-through day. This ensured that each family had at least one Chromebook. Our IT department continues to provide Chromebooks for newly enrolling scholars, and it fields questions and addresses our families' technology issues.

In order to assess the needs of our families heading into the new school year, we conducted a Family Technology Survey in July. This provided information about which Chromebooks needed repair, which families needed more Chromebooks, and which families needed reliable home internet.

We have 75 hot spots that were configured and deployed by early September. We will likely do a second round because we have families who did not respond to our survey initially or who are new to us that need internet.

There is a small number of families who do not need a device because they prefer to use their own equipment, but our goal is to get very close to the 1:1 ratio by mid-September. We've distributed 1,836 Chromebooks to our families as of Sept 15th, 2020.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Each of our master teachers – certified teachers with prior teaching experience who assist our classroom teachers – is responsible for a particular grade span and academic subject. Master teachers develop our pacing guide and a common set of assignments that all scholars have in their Google Classrooms. They determine how many instructional minutes each asynchronous assignment is worth based on their expertise and experience in the classroom.

All K-8 scholars need a combination of synchronous and asynchronous learning in order to have the minimum number of required instructional minutes for each day. Scholars in grades 9-12 are able to meet the minimum number of minutes entirely through synchronous learning.

We track student participation through a process that allows for multiple touch-points. Teachers take attendance in Aeries, our student information system, by marking students present if they are in their synchronous learning session. The Data Team uses Schoology to track the number of assignments students submit each day in Google Classroom. Finally, teachers and support staff track “additional contacts” we make with scholars and their families. Attendance managers add information about Google Classroom assignments and additional contacts into Aeries. This system provides a complete picture of scholar engagement.

We track student progress in a variety of ways. Above, we mentioned how MobyMax formative assessments and NWEA interim assessments allow us to measure scholar achievement. Additionally, the scores in Google Classroom assignments show teachers how scholars are performing on their day-to-day work.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Every Friday, we dedicate significant time to professional development. Some professional development is specific to the mechanics of distance learning. Our IT department answers questions specific to hardware, access, and connectivity. Our Data Team and software experts provide trainings, resources, and office hours to help teachers navigate the new processes involved in distance learning. Software experts include master teachers and even a principal who has long specialized in education technology.

We follow an “Arc of the Year” that focuses our attention on particular professional learning goals at different points of the year. We begin with a focus on culture, pivot to academic rigor, and conclude the year with a crescendo where we review and synthesize our learning. During most of the school year, master teachers conduct classroom observations (virtually during distance learning) twice a week and principals observe classrooms once a week. They record their feedback – including actionable requests – using software called Whetstone. This process ensures that all our teachers are engaged in cycles of professional learning and improvement throughout the

Much professional development concerns the improvement of learning and instruction. Instead of holding synchronous learning sessions on Fridays, our K-8 teachers attend professional development that is tailored to their grade span and subject expertise. We pay for several of our staff-members to attend a two-year professional development program run by Achievement First. Achievement First operates a high-performing network of charter schools in New England, and their program uses a “train the trainer” model. Our staff-members who experience their program are responsible for sharing their knowledge with the rest of our staff during our professional development sessions.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Given the impacts of Covid-19, teachers have to reach out to families even more. This is especially important at the beginning of the school year to help families navigate the new requirements that accompany distance learning.

The IT Department, Data Team, and Curriculum and Instruction Team all have additional responsibilities. There is more hardware and software to manage.

Additionally, some staff shifted roles. For example, Behavior Techs have been assigned to provide classroom support to teachers and outreach to families in addition to addressing behavior concerns. After School Program staff have been placed in Behavior Tech, Instructional Aide and Recruitment roles, given the pause in operation of the After School Program during Distance Learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Fortune School of Education will continue to offer Special Education Services during distance learning in compliance with federal, state, and local legislation related to COVID-19. Those services include, but are not limited to, Specialized Academic Instruction, Speech and Language, Occupational Therapy, Counseling, and Psychological Services utilizing various platforms designed for distance learning. In addition, we have concentrated on expanding counseling and psychology to be more responsive to intensive service needs. We offer parent friendly options to attend Individual Education Plan (IEP) meetings utilizing Google meet, Zoom or phone, and we support parents that have technology challenges. We also offer parent training focused on distance learning challenges that parents may experience through our counseling department. In order to meet the increased demands due to distance learning, we have continued to establish a memorandum of understanding (MOU) with surrounding universities to access interns that meet our requirements.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|--------------|--------------|
| Purchase of Chrome Books for 1:1 ratios | \$211,016.00 | Y |
| Purchase of WiFi Hot Spots | \$9,720.00 | Y |
| Monthly Internet Service for Hot Spots | \$27,600.00 | Y |
| Software - MobyMax | \$27,097.00 | Y |
| Software – Reading Eggs | \$7,786.00 | Y |
| Software - iReady | \$8,800.00 | Y |
| Software - Nearpod | \$8,282.00 | Y |
| Software - Kami | \$4,203.00 | Y |
| Software - Whetstone | \$9,620.00 | Y |

| Description | Total Funds | Contributing |
|---|--------------|--------------|
| Software - WeVideo | \$299.00 | Y |
| Software - Theraplatform | \$2,642.00 | Y |
| Software – Parent Square | \$9,060.00 | Y |
| Software – Aeries | \$13,778.00 | Y |
| Software - Illuminate | \$10,277.00 | Y |
| Teacher Support | \$738,790.00 | Y |
| Ed Specialists | \$457,050.00 | Y |
| SPED Aide – Salary and Benefits | \$569,883.00 | Y |
| Special Education Counselors | \$113,573.00 | Y |
| Director, OT, Psych and Speech | \$642,334.00 | Y |
| High School College/ Activities Counselor | \$86,481.00 | Y |

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We primarily use NWEA interim assessments to measure academic achievement and growth during the school year. These are nationally-normed computer adaptive tests for ELA and Math that students take three times a year: fall, winter, and spring. These assessments are highly correlated with CAASPP, the state summative test. Scholars who score at or above the 60th percentile (i.e. higher than at least 60 percent of students across the country) tend to score level 3 or 4 on CAASPP (i.e. Met or Exceeded state standards).

We use the state ELPAC to measure English language development for our English Learners. In addition to administering the initial ELPAC, we also are administering the optional summative ELPAC this fall. This is the test that we were unable to give in the spring because of school closure. The results from the summative ELPAC assessment will help us to see the extent to which our English Learners are making progress in English proficiency.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Our entire academic model is designed to help scholars catch up academically. For example, we provide more time with a longer school day and we use curricula that are at the beginning of the year are accessible to scholars who are below grade level. Additionally, we will utilize a variety of targeted strategies to accelerate our scholars' learning.

- MobyMax and teacher-created supplemental content provide additional practice for specific standards. When we see that scholars are far behind in a subject, we can assign targeted work (either created by teachers or MobyMax) to help scholars fill their learning gaps. The ELPAC assessments will tell us the areas where English Learner needs the most improvement: Reading, Writing, Listening, or Speaking. We can then assign additional practice for a specific area. MobyMax formative assessments can provide similarly targeted information for all our scholars who are low-income, foster youth, or experiencing homelessness or other exceptional needs.
- Intersession provides additional learning time. Intersession consists of non-attendance days after each trimester where scholars can receive extra instructional support. We invite particular sets of scholars to intersession based on their academic achievement. The goal is to provide additional time that helps scholars catch up to their peers.
- Support staff can provide scholars with extra assistance. Behavior techs and after-school staff are unable to perform their normal functions during distance learning. With some training, many of these staff can shift to provide extra academic support to particular scholars.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Whenever possible, we measure effectiveness using regression discontinuity analyses. All three of the strategies mentioned above utilize cutoffs (along with other factors) to help determine who can receive the support. Such cutoffs make it possible to use "fuzzy regression discontinuity" to estimate the causal impact of each strategy and to determine the impact we had on scholar learning.

The most common and rigorous way to measure causal impact is to conduct an experiment. A randomly selected treatment group receives our intervention while a control group does not. We then compare the outcomes of the treatment and control group to see the impact of the intervention. Why can we be confident that the intervention caused the difference? Because the treatment group was randomly selected. As long as the treatment and control groups are large enough and meet a few other conditions, we can be confident that the different outcomes were in fact caused by our intervention.

Regression discontinuity focuses on scholars very close to a cutoff used to assign an intervention. Often, it is essentially random whether a scholar is just below or just above a cutoff. For example, we might invite all scholars below the 45th percentile on an NWEA assessment to attend intersession. Every test score has a margin of error; a scholar who scored the 42nd percentile could have just as easily scored the 47th percentile had they guessed differently on one or two questions. Thus, it is essentially random whether scholars score just below or just

above the cutoff of the 45th percentile. The cutoff creates a treatment group and control group. By comparing those groups on just above and below a cutoff, we are able to estimate the causal impact of an intervention.

The main issue with this approach is that we do not have very many scholars near each cutoff. This causes some uncertainty: a difference between the few scholars just above and below a cutoff may be caused by random chance instead of our intervention. To mitigate this concern, we can collect qualitative information about the impact of the intervention on a few scholars. We can talk with teachers and scholars to learn if the intervention – or the lack of one – really seemed to make a difference. If the qualitative findings match our quantitative regression discontinuity analyses, then we can be much more confident in the validity of our results.

We will use subsequent NWEA test scores as outcome measures. If students in the treatment group were to have an average score that is statistically significantly higher than that of the control group, our confidence in the effectiveness of the services or support being rendered increases.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|------------------------------------|--------------|--------------|
| NWEA interim assessments | \$22,650.00 | Y |
| Data and Analytical Support | \$280,360.00 | Y |
| Behavior Techs – Salary & Benefits | \$464,850.00 | Y |
| Reading Aide – Salary & Benefits | \$223,305.00 | Y |

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

We want to ensure that our community can experience joy and wellness during this global crisis. We will provide professional development for staff concerning ways to reflect on and improve personal wellness. Our annual middle school survey will gauge the social and emotional well-being of our students in grades 6-8. We also have counselors available to both scholars and staff.

Teachers notify counselors and/or other staff if they see that a scholar needs additional support. We have multiple communication platforms (ParentSquare, Class Dojo, Aeries, etc.) that allow teachers and staff to speak directly with families on a regular basis. This way, we are able to learn if families are struggling and need additional help during this time.

All scholars in grades TK-5 participate in a curriculum called Second Step. The goal of Second Step is to build a supportive community through social-emotional learning. The program content is divided into four units: skills for learning, empathy, emotion management, and problem solving.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

We make a range of efforts to engage families. Teachers and support staff check in with families, especially when scholars do not attend synchronous learning sessions or submit Google Classroom assignments for a day. We send daily notifications when scholars are absent. We call families as part of the attendance verification process. We reach out to families via phone, computer, text, and several communication programs.

Our tiered reengagement process occurs when scholars reach particular numbers of unexcused absences.

- Tier 1: When a scholar has 3 unexcused absences, we mail a certified letter home
- Tier 2: When a scholar has 7 unexcused absences, we mail a certified letter home and require parents to join an attendance meeting
- Tier 3: When a scholar has 12 unexcused absences, we mail a certified letter home and require parents to join a SART (School Attendance Review Team) meeting to offer intervention strategies and supports to families

If a scholar reaches 18 unexcused absences, then we reserve the right to refer the family to our SARB (School Attendance Review Board).

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

For meal service during traditional school year, scholars come through the cafeteria or are served meals in the classroom depending on the school site. Breakfast and lunch is Offer Versus Serve, whereas suppers are Grab and Go. Students can choose from 5 components for their meals, which include fruits, vegetables, grains, meat/ meat alternate, and fluid milk. For breakfast, students must have 3 of the 5 components. For example, students could take a grain, milk, and fruit, or a grain and two fruits, and this would be a complete reimbursable meal. For lunch, students must have 4 of the 5 components, within which a fruit or vegetable must be included. For example, students could take fruit, milk, protein, and grain, and this would be a complete reimbursable meal. Suppers consist of all 5 components. The meals are tracked by roster or the POS.

Meal requirements are still the same during distance learning. However, we are doing curbside service instead. Meals can be picked up by parents on Mondays and Thursdays. On Monday, parents pick up pre-packed meals for 2 days (Tuesday and Wednesday), and on Thursday, parents pick up meals for 3 days (Thursday, Friday, and Monday).

In the month of September, Fortune School of Education has 985 students eligible for free meals, 175 students eligible for reduced-price meals, and 1,444 students with access to paid meals. See table below for nutrition details.

Amount of Food^a Per Week (Minimum Per Day)

| Meal Pattern | Grades K-12 | Grades K-5 | Grades K-8 | Grades 6-8 | Grades 6-12 | Grades 9-12 |
|---|-------------|------------|------------|------------|-------------|-------------|
| Fruits (cups) ^{b,c} | 5 (1) | 5 (1) | 5 (1) | 5 (1) | 5 (1) | 5 (1) |
| Vegetables (cups) ^{b,c} | 0 | 0 | 0 | 0 | 0 | 0 |
| Grain Minimums (oz eq) ^d | 9-10 (1)* | 7-10 (1)* | 8-10 (1)* | 8-10 (1)* | 9-10 (1)* | 9-10 (1)* |
| Meat/Meat Alternate Minimums (oz eq) ^e | 0 | 0 | 0 | 0 | 0 | 0 |
| Fluid Milk (cups) ^f | 5 (1) | 5 (1) | 5 (1) | 5 (1) | 5 (1) | 5 (1) |

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

| Section | Description | Total Funds | Contributing |
|---------|-------------|-------------|--------------|
| N/A | N/A | [\$ 0.00] | [Y/N] |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| | | | |
|--|--|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students | | |
| 28.55% | \$3,886,394.00 | | |

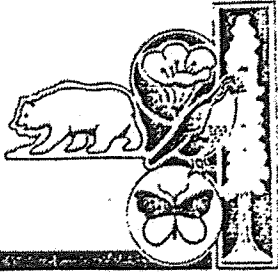
Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Due to our high percentages of students in the unduplicated count, our entire program is designed to support low income, foster and English language learner students. We use processes described above (in the section titled "Effectiveness of Implemented Pupil Learning Loss Strategies") to determine how effective our actions are in meeting the needs of our students. The cumulative impact of our efforts can also be seen in our improvement over time, such as double-digit academic growth in ELA and Math over the past several years.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Due to our high percentages of students in the unduplicated count, our entire program is designed to support low income, foster and English language learner students.



State of California

OFFICE OF THE SECRETARY OF STATE

1842233

CORPORATION DIVISION

I, *MARCH FONG EU*, Secretary of State of the State of California, hereby certify:

That the annexed transcript has been compared with the corporate record on file in this office, of which it purports to be a copy, and that same is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this

APR 05 1993



March Fong Eu

Secretary of State

**ARTICLES OF INCORPORATION
FOR PROJECT PIPELINE**

1842233

**ENDORSED
FILED**

*In the office of the Secretary of State
of the State of California*

APR 05 1993

MARCH FONG EU, Secretary of State

One: The name of the corporation is PROJECT PIPELINE.

Two: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law (commencing at Section 5110 of the California Corporation Code) for public and charitable purposes. Such purposes include primarily, but are not necessarily limited to, the promotion of education in California and other areas within the United States through the collaborative efforts of the Center Unified School District and others to increase the number of underrepresented minority teachers of mathematics and science in public schools, colleges and universities, and to assist students, teachers and professors to obtain enhanced education.

Three: This corporation is organized solely for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Code. Notwithstanding any provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.

This corporation is organized under the direction of a group of public-spirited citizens for the purpose of promoting education in the State of California and in the United States as a civic venture for and on behalf of the children and citizens of the State of California and the citizens of the United States. This corporation shall never engage in any business or activity other than that necessary or convenient for or incidental to the carrying out of the purpose set forth above.

Four: The name and address of the corporation's initial agent for service of process is:

Dr. Rex Fortune
Superintendent
Center Unified School District
8408 Watt Avenue
Elverta, California 95626

Five: No substantial part of the activities of this corporation shall consist of lobbying or carrying on propaganda, or otherwise attempting to influence legislation, except as provided in Section 501(h) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue law, and this corporation shall not participate in or intervene in any political campaign (including publishing or distributing statements) on behalf of any candidate for public office except as provided in Section 501(h) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue law.

All corporate property is irrevocably dedicated only to the purposes set forth in Articles Two and Three, above. No part of the net earnings or assets of this corporation shall ever inure to the benefit of its directors, trustees, officers, private shareholders or members, or to individuals.

On the winding up and dissolution of this corporation, after paying or adequately providing for the debts, obligations, and liabilities of the corporation, the remaining assets of this corporation shall be distributed to such organization (or organizations) organized and operated exclusively for educational and charitable purposes which have established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Code) and which has established its tax exempt status under Section 23701(d) of the California Revenue and Taxation Code (or the corresponding section of any future California revenue and taxation law).

The corporation will distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax law.

The corporation will not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

The corporation will not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

The corporation will not make any investments in such a manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

The corporation will not make any tax expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

Six: The number of directors of this corporation shall be fixed by the bylaws. The persons who are directors of this corporation from time to time, shall be selected as provided by the bylaws. There shall be no members of this corporation.

Dated: 3-31-93

Rex Fortune

Rex Fortune
Incorporator

I hereby declare that I am the person who executed the foregoing Articles of Incorporation and that this instrument is my act and deed.

Dated: 3-31-93

Rex Fortune

Rex Fortune
Incorporator

MINUTES OF ACTION OF INCORPORATOR TAKEN
WITHOUT A MEETING BY WRITTEN CONSENT

The following action is taken by the incorporator of PROJECT PIPELINE, a California nonprofit public benefit corporation, by written consent, without a meeting, on _____, 1993 under Section 5211(b) of the California Corporations Code.

The following resolution approving a form of bylaws for the government of this corporation is adopted:

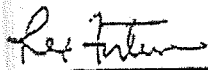
RESOLVED, that the bylaws presented to the incorporator be adopted as the bylaws of the corporation, and that a copy of those bylaws shall be inserted in the minute book of this corporation.

The following resolution electing the directors of the corporation is adopted:

RESOLVED, that Gail Kleve, Anita Westenbarger, Raymond Bender, Lynn Hall and Jo Teel be elected as directors of this corporation for the ensuing fiscal year and until their successors have been elected and qualified.

The undersigned, the incorporator of this corporation, consents to the foregoing action.

DATED: 3-31-, 1993


Rex Fortune, Incorporator



State of California

March Fong Fu
Secretary of State

P.O. Box 944288
Sacramento, CA 95894-4288
Phone: (916) 224-2222

STATEMENT BY DOMESTIC NONPROFIT CORPORATION

THIS STATEMENT MUST BE FILED WITH
CALIFORNIA SECRETARY OF STATE (SECTIONS 6210, 8210, 9660 CORPORATIONS CODE)

THE \$5 FILING FEE MUST ACCOMPANY THIS STATEMENT.

1. DUE DATE: JULY 5, 1993
PROJECT PIPELINE

1842233

DO NOT ALTER PREPRINTED NAME. IF ITEM 1 IS BLANK, PLEASE ENTER CORPORATE NAME

DO NOT WRITE IN THIS SPACE

PLEASE READ INSTRUCTIONS ON BACK OF FORM.

PLEASE TYPE OR USE BLACK INK WHICH WOULD BE SUITABLE FOR MICROFILMING.

THE CALIFORNIA CORPORATION NAMED HEREIN, MAKES THE FOLLOWING STATEMENT

| | | | |
|---|---------------------------------|---|---|
| 2. STREET ADDRESS OF PRINCIPAL OFFICE (IF NONE, COMPLETE 3-3B) 9310 Tech Center Drive <small>(DO NOT USE P.O. BOX NO.)</small> | SUITE OR ROOM 2A. Ste. 115 | Sacramento, California <small>CITY AND STATE</small> | 2B. 95826 <small>ZIP CODE</small> |
| 3. MAILING ADDRESS 9320 Tech Center Drive | SUITE OR ROOM 3A. | Sacramento, California <small>CITY AND STATE</small> | 3B. 95826 <small>ZIP CODE</small> |

THE NAMES OF THE FOLLOWING OFFICERS ARE:

| | | | |
|--|---|---|---|
| 4. Gail Cleve (President) <small>CHIEF EXECUTIVE OFFICER</small> | 4A. 3231 Irvindale Way <small>BUSINESS OR RESIDENCE ADDRESS (DO NOT USE P.O. BOX)</small> | 4B. North Highlands, CA <small>CITY AND STATE</small> | 4C. 95660 <small>ZIP CODE</small> |
| 5. Rex Fortune <small>SECRETARY</small> | 5A. Center Unified School District 8408 Watt Avenue <small>BUSINESS OR RESIDENCE ADDRESS (DO NOT USE P.O. BOX)</small> | 5B. Elverta, CA <small>CITY AND STATE</small> | 5C. 95626 <small>ZIP CODE</small> |
| 6. Rex Fortune <small>CHIEF FINANCIAL OFFICER</small> | 6A. Center Unified School District 8408 Watt Avenue <small>BUSINESS OR RESIDENCE ADDRESS (DO NOT USE P.O. BOX)</small> | 6B. Elverta, CA <small>CITY AND STATE</small> | 6C. 95626 <small>ZIP CODE</small> |

DESIGNATED AGENT FOR SERVICE OF PROCESS

(ONE AGENT IS REQUIRED BY CALIFORNIA STATUTORY PROVISION.
PLEASE READ ITEMS 7 AND 8 ON REVERSE SIDE OF FORM.)

7. NAME
Rex Fortune

8. CALIFORNIA STREET ADDRESS IF AGENT IS AN INDIVIDUAL (DO NOT USE P.O. BOX) DO NOT INCLUDE ADDRESS IF AGENT IS A CORPORATION
Center Unified School District

8408 Watt Avenue, Elverta, CA 95626

9. I DECLARE THAT I HAVE EXAMINED THIS STATEMENT AND TO THE BEST OF MY KNOWLEDGE AND BELIEF IT IS TRUE CORRECT AND COMPLETE.
8-18-93 Incorporator Rex Fortune
DATE TITLE TYPE OF PRINT NAME OF SIGNING OFFICER OR AGENT



R A D O S L O V I C H
L A W C O R P O R A T I O N

601 UNIVERSITY AVENUE, SUITE 250 ■ SACRAMENTO, CA 95825
PHONE: (916) 565-8161 ■ FAX: (916) 565-8170

FRANK M. RADOSLOVICH
SHAWN M. KROGH
CHRISTIAN J. SMITH

MICHAEL L. MARTUCCI
BRAD A. McDOWELL
KRISTINA L. SAGER

SENIOR PARALEGAL
BECKY J. HALSTEAD

Via U.S. Mail

June 9, 2009

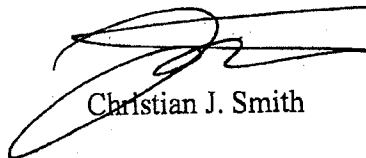
Michelle Grace
Project Pipeline
2035 Hurley Way, Suite 200
Sacramento, CA 95825

Re: Certificate of Amendment to Articles of Incorporation for Project Pipeline

Dear Michelle:

Enclosed please find a filed and endorsed Certificate of Amendment to Articles of Incorporation for Project Pipeline for your records. The Corporation is now known as Rex and Margaret Fortune School of Education. Should you have any questions or wish to discuss this matter further do not hesitate to contact me.

Respectfully,

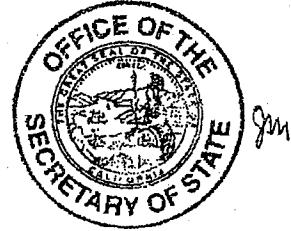


Christian J. Smith

CJS/mig
cc: file

RECEIVED JUN 10 2009

A0692308



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN - 8 2009

A handwritten signature in cursive script that reads "Debra Bowen".

DEBRA BOWEN
Secretary of State

RECEIVED JUN 10 2009

A0692308

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JUN - 5 2009

CERTIFICATE OF AMENDMENT TO
ARTICLES OF INCORPORATION
OF
PROJECT PIPELINE

The undersigned certify that:

1. They are the president and secretary, respectively, of Project Pipeline, a California Nonprofit Public Benefit Corporation.
2. Article I of the Articles of Incorporation of this Corporation is amended to read as follows:

The name of the Corporation is now:
Rex and Margaret Fortune School of Education

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
4. The Corporation has no members.

We further declare under the penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 5.29.09

Date: 5.29.09

Dr. Rex C. Fortune, Jr.
Dr. Rex C. Fortune, Jr., President

Margaret Fortune
Margaret C. Fortune, Secretary



RECEIVED JUN 10 2009

RECEIVED MAY 21 2009

APPENDIX 7



Department of the Treasury
Internal Revenue Service

P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077589886
Jan. 30, 2014 LTR 4168C 0
94-3187528 000000 00

00033427
BODC: TE

REX AND MARGARET FORTUNE SCHOOL OF
EDUCATION
2890 GATEWAY OAKS DR STE 100
SACRAMENTO CA 95833-4327



020180

Employer Identification Number: 94-3187528
Person to Contact: Mr. Schatz
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Nov. 08, 2013, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in September 1993.


Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(a)(3).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

020180.262400.6507.1078 1 AB 0.406 536



 REX AND MARGARET FORTUNE SCHOOL OF
EDUCATION
2890 GATEWAY OAKS DR STE 100
SACRAMENTO CA 95833-4327

020180

- CUT OUT AND RETURN THE VOUCHER AT THE BOTTOM OF THIS PAGE IF YOU ARE MAKING A PAYMENT,
EVEN IF YOU ALSO HAVE AN INQUIRY.


g
The IRS address must appear in the window.

BODCD-TE

4077589886

Use for payments

Letter Number: LTR4168C
Letter Date : 2014-01-30
Tax Period : 000000

INTERNAL REVENUE SERVICE
P.O. Box 2508, Room 4010
Cincinnati OH 45201




943187528

REX AND MARGARET FORTUNE SCHOOL OF
EDUCATION
2890 GATEWAY OAKS DR STE 100
SACRAMENTO CA 95833-4327

943187528 IL REXA 00 2 000000 670 000000000000

BYLAWS
OF
REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Rex and Margaret Fortune School of Education.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2890 Gateway Oaks Drive, Suite 100, Sacramento, California 95833. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is promotion of education in California and other areas within the United States through the collaborative efforts of schools, school districts, county offices of education and others to increase the number of underrepresented minority teachers of mathematics and science in public schools, colleges and universities, and to assist students, teachers and professors to obtain enhanced education. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this Article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges,

- hypothecations, and other evidences of debt and securities.
- c. Adopt and use a corporate seal.
- d. Appoint and remove, at the pleasure of the Board of Directors, members of the Board of Directors of Fortune School of Education.
- e. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The nominating committee shall consist of the President, also known as Chief Executive Officer, and a member of the Board of Directors who shall be selected by a majority of the directors present at a meeting duly held at which a quorum is present. The nominating committee shall nominate qualified candidates for selection to the Fortune School of Education Board of Directors at least seventy-two hours (72) hours before the date of any selection of directors. The nominating committee shall make its report at least seventy-two hours (72) hours before the date of the selection or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by the committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be selected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director

who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the directors, at any meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Board Secretary, if any, or to the President or the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may select a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly selected director or directors.

Section 11. REMOVAL OF DIRECTORS. Directors may only be removed by the unanimous consent of the Board of Directors then in office, without considering the vote of the director being considered for removal, at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by this corporation reside. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act. A two-way teleconference location shall be established at each school site and each resource center.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), (Chapter 9 (commencing with section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the President or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. **QUORUM.** A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. **TELECONFERENCE MEETINGS.** Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical

- boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by this corporation reside;
- b. All votes taken during a teleconference meeting shall be by roll call;
 - c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
 - d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
 - e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
 - f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the Board of Directors;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY.** No director or officer shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President.

Section 3. **APPOINTMENT OF OFFICERS.** The officers of the Corporation shall be appointed annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an

annual basis.

Section 7. **PRESIDENT.** The President, also known as the President/Chief Executive Officer, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. The President shall also preside at the Board of Directors' meetings.

Section 8. **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 9. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

**ARTICLE IX
CONTRACTS WITH DIRECTORS**

Section I. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

**ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section I. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section I. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII
INDEMNIFICATION**

Section I. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board, and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand to the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section I. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

ARTICLE XVII BYLAWS

Section I. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws, by a unanimous vote of the directors present at a meeting duly held at which a quorum is present. No amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with such charter, the corporation's Articles of Incorporation, or any laws.

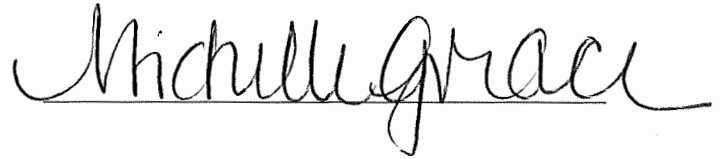
ARTICLE XVIII FISCAL YEAR

Section I. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1 and end on June 30 of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Rex and Margaret Fortune School of Education, a California nonprofit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of this corporation as adopted by the Board of Directors on February 18, 2021; and that these bylaws have not been amended or modified since that date.

Executed on February 18, 2021 at Sacramento, California.

A handwritten signature in black ink that reads "Michelle Grace". The signature is written in a cursive style with a horizontal line underneath the name.

Michelle Grace, Board Secretary



CONFLICT OF INTEREST CODE

The Political Reform Act (Govt. Code § 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 CCR § 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations § 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices A and B, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of Fortune Schools ("Fortune") and the charter schools it operates.

Individuals holding designated positions shall file their statements of economic interests with Fortune. As consistent with current FPPC guidance, Fortune shall retain the original statements at Fortune, and shall make and forward copies to its charter schools' authorizers, as requested.

**APPENDIX A
DESIGNATED POSITIONS**

| <u>Designated Position</u> | <u>Assigned Disclosure Category</u> |
|-----------------------------------|-------------------------------------|
| Members of the Board of Directors | I, II, III |
| President/Chief Executive Officer | I, II, III |
| Chief Operating Officer | I, II, III |
| Chief Financial Officer | I, II, III |
| Chief Academic Officer | I, II, III |
| Principals* | I, II, III |
| Consultants/New Positions* | |

*Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The President/Chief Executive Officer or his or her designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The President/Chief Executive Officer or his or her designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Section 81008.)

APPENDIX B DISCLOSURE CATEGORIES

Category I

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within a two mile radius:
 - a. of any school district that has authorized a Fortune charter school; or
 - b. of any facility utilized by Fortune's charter schools; or
 - c. of a proposed site for a Fortune facility.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.

Category II

Designated positions assigned to this category must report:

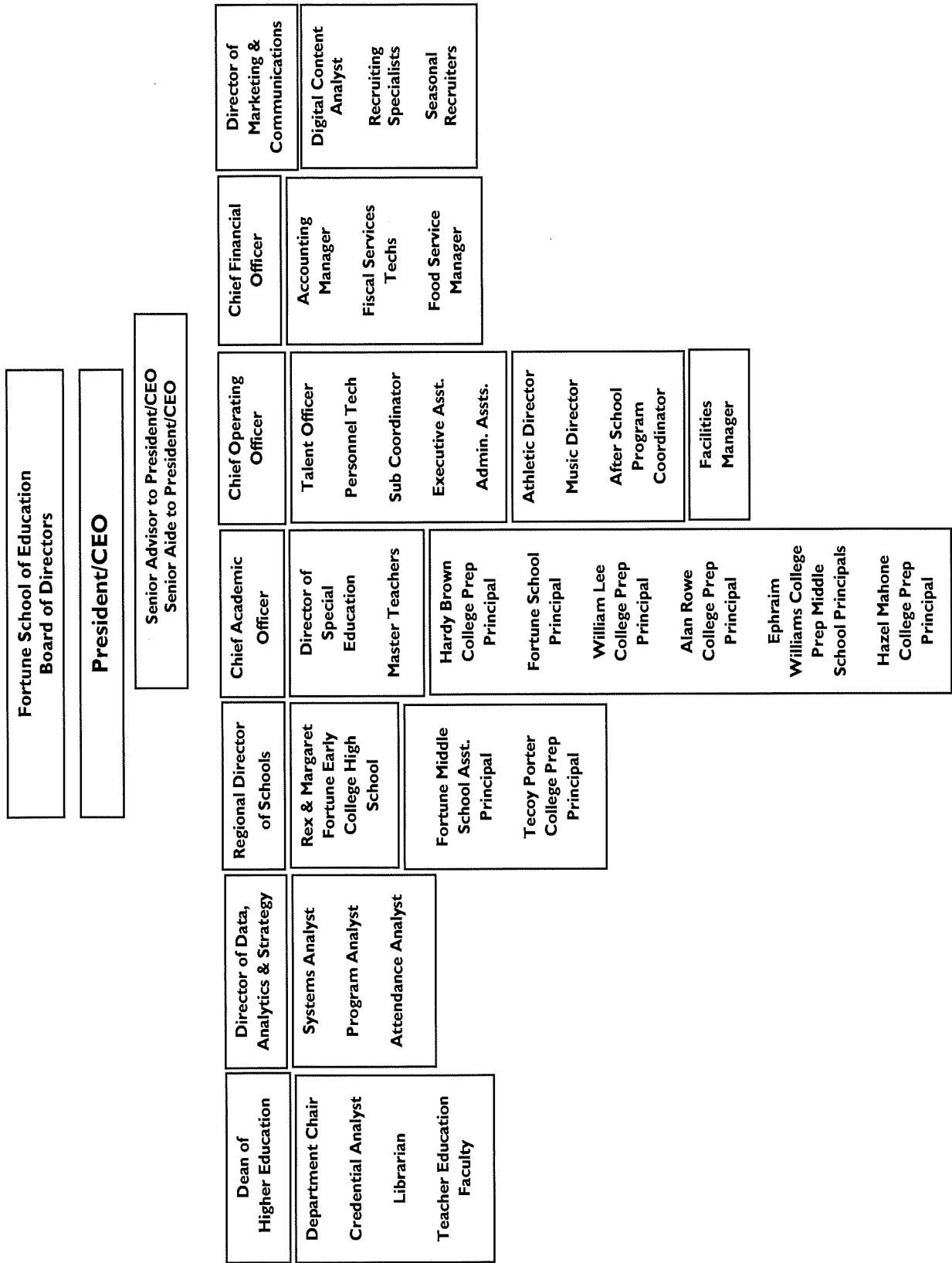
Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Fortune, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra-curricular courses.

Category III

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by Fortune, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

ORGANIZATIONAL CHART





POSITION TITLE: Principal

Classification: Exempt

REPORTS TO: Chief Academic Officer

Calendar: 12 months

General Summary: The Principal serves as the educational leader and chief administrator of the staff and students at the school site. The Principal is responsible for the direction of the instructional program, operation of the school plant, development and monitoring of the school budget. The Principal oversees the total school program to provide a quality educational environment that meets the need of all students. The Principal will serve as a member of the administrative team dedicated to cultivating excellence throughout the school and community.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Curriculum Development, Supervision, and Evaluation

- Serves as a curricular leader; understands school curriculum, ensures teaching of the written curriculum, helps staff use curriculum resources
- Participates in and/or leads curriculum development activities commensurate with school and district goals
- Provides opportunities and encouragement for staff to increase professional expertise
- Identifies curricular and extra-curricular needs by analyzing current programs and student achievement
- Works in collaboration with staff to develop the master schedule
- Regularly uses the results of student assessment data to identify problems and implement program improvements and/or pacing. Provides continuous supervision and evaluation of the regular and special education programs and operational activities within the school
- Interpret and implement the approved curriculum program and ensure that instruction aligns with state standards

Student Assessment and Monitoring

- Excellence in assessment; emphasizes student achievement as the primary outcome of schooling

- Systematically assesses and monitors student progress using objective and verifiable information whenever possible
- Works with staff to systematically identify and respond to at risk students; makes referrals to appropriate community agencies when needed
- Provides meaningful information to parents/guardians and others regarding student progress
- Maintains policies and practices for grading, reporting, and promoting

Student, Staff and Community Relations

- Communicates high expectations for both staff and students and provides appropriate motivation to reach expectations
- Solicits information from school personnel and community in gauging the school climate
- Recognizes efforts of students and teachers
- Promotes the improvement of student and staff self-images. Models and facilitates good human relations skills; effectively interacts with others

Establishing an Effective Workplace

- Develops and maintains positive staff morale
- Provides orientation for newly assigned staff members and assists in their professional development
- Conducts meetings of the staff as necessary for the proper functioning of the school
- Implements a discipline code that is fair and promotes orderliness and student learning
- Protects instructional time by minimizing interruptions to the instructional process
- Coordinates teacher and student schedules to promote maximum learning and minimize conflict
- Maintains high visibility in the school
- Provides for adequate supervision and acceptable student behavior at all school functions planned and operated by school personnel
- Staff Supervision and Personnel Evaluation
- Supervises professionals, teacher assistants, secretaries, and classroom volunteers
- Assists in personnel evaluation and demonstrates objectivity in the process
- Assist with recruiting, screening, hiring, training, and evaluation of the school personnel

- Makes personnel assignments based on knowledge of employee abilities, qualifications, past performances, and school needs.

Communication and Community Relations

- Interact, listens and responds appropriately to staff, student, and community concerns
- Respects differences of opinion and fosters open communications among staff
- Communicates effectively with students individually and in groups
- Maintain communication with the appropriate central office administrators informed of school activities and problems such as transportation, special services, discipline, etc.
- Collaborate with central office and other personnel to share ideas and concerns
- Interacts with school personnel and parent groups to promote positive outcomes
- Encourages parent visits and involvement in decision making
- Keeps the community informed about school activities through newsletters, news releases, and attendance at parent meetings, etc.
- Effectively utilizes community resources and volunteers to promote student learning

Decision Making and Problem Solving

- Considers research, alternatives and consequences in the decision making process
- Effectively delegates decision-making and problem solving to appropriate personnel
- Makes decisions in a timely fashion and maximize decisions effectiveness by follow up actions
- Establish an effective school administrative organization with clear lines of responsibility including the necessary delegation of authority. Identifies problem areas and seeks solutions before crisis situations develop
- Implements needed change with appropriate support of staff, students, and community
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal

Professional Development

- Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals, and discussing problems of mutual interest with others in the field

- Assumes responsibility for his/her own professional growth and development. Views self as a role model for expected staff behavior. Perceives self as a change agent; works for self and organizational renewal
- Provide leadership in the development, direction and innovation of educational programs designed to meet the needs of students groups, including English learners and Special Education
- Effectively utilizes the expertise of school personnel, including self, in staff development
- Helps teachers implement objectives for themselves and students
- Provides opportunities for teachers to share and demonstrate successful practices

Building Management, Record-keeping, and Financial Management

- Establishes and maintains rules and procedures for student and staff safety
- Promotes an aesthetically pleasing environment in the school
- Monitors plant, office, and equipment maintenance. Promotes timely repair of school facilities and equipment
- Effectively copes with crises and emergencies
- Maintains accurate student, and fiscal records. Prepares accurate budgets and effectively monitors expenditures
- Prepares required district reports accurately and efficiently
- Anticipates future building and equipment needs; plans appropriately to remedy
- Manages the daily use of school facilities for both academic and nonacademic purposes

QUALIFICATIONS

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum development and program design
- In-depth experience developing teachers and performance assessment
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully

- Handle multiple projects concurrently; ability to work as a team
- Strong community-building skills
- Entrepreneurial passion

EDUCATION AND EXPERIENCE

- Demonstrative track record of producing high levels of growth in academic student achievement on standardized state testing
- Valid Administrative Services Credential
- Five or more years of successful educational experience

WORKING CONDITIONS

Environment

- Office environment: constant interruptions
- Outdoor environment: driving a personal vehicle to conduct work; visit school sites; travel to other organizations and companies; meetings and workshops

Physical Abilities

- Hearing and speaking to conduct group training, exchange information in person electronically and on the telephone
- Ability to read printed material and computer screens. Ability to understand speech at normal levels
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds
- Reasonable accommodations will be made to enable individuals with disabilities to perform the essential job functions

CLEARANCES

Criminal Justice/Fingerprint Clearance

TB Clearance

For an Application:

www.edjoin.org

Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.

POSITION TITLE: Assistant Principal

Classification: Exempt

REPORTS TO: Principal

Calendar: 12 months

General Summary: The Assistant Principal is responsible for assisting with the efficient operation of the school site, and provides support and assistance to the Principal. The Assistant Principal serves as a member of the administrative team dedicated to cultivating excellence throughout the school and community.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Work in collaboration with Principal and Home Office to ensure that policies/procedures are being followed and expectations are being met
- Provide support to the principal and school personnel as needed
- Assist with monitoring building visitors, visitor sign-in procedures and building activities including crisis situations such as building evacuations, lockdowns, emergency situations and safety procedures
- Perform other job-related duties as assigned
- Communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds
- Provide excellent customer service to internal and external customers
- Maintain professional standards that follow FSE guidelines with regard to discipline for both staff and scholars
- Works with staff to systematically identify and respond to at-risk students; makes referrals to appropriate community agencies when needed
- Communicates high expectations for both staff and students and provides appropriate motivation to reach expectations
- Promotes the improvement of student and staff self-images. Models and facilitates good human relations skills; effectively interacts with others
- Implements a discipline code that is fair and promotes orderliness and student learning
- Maintains high visibility in the school
- Provides for adequate supervision and acceptable student behavior at all school functions planned and operated by school personnel
- Assist with recruiting, screening, hiring, training, and evaluation of the school personnel
- Communicates effectively with students individually and in groups
- Maintain communication with the appropriate home office administrators, keep them informed of school activities and problems such as transportation, special services, discipline, etc.
- Collaborate with central office and other personnel to share ideas and concerns
- Interacts with school personnel and parent groups to promote positive outcomes
- Assumes responsibility for his/her own professional growth and development. Views self as a role model for expected staff behavior. Perceives self as a change agent; works for self and organizational renewal
- Maintains rules and procedures for student and staff safety
- Promotes an aesthetically pleasing environment in the school
- Monitors plant, office, and equipment maintenance. Promotes timely repair of school facilities and equipment
- Effectively copes with crises and emergencies

- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively
- Handle multiple projects concurrently; ability to work as a team
- Strong community-building skills

TECHNICAL SKILLS/KNOWLEDGE/ABILITIES:

- Critical thinking and problem solving skills.
- Time management, organizational and prioritization skills.
- Supervisory skills preferred.
- Knowledge of organization and school policies and procedures preferred.
- Ability to manage multiple priorities with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.
- Ability to promote and follow FSE policies, school site and department procedures.
- Modern office practices, methods and equipment, including computer equipment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Demonstrated commitment to students and learning.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires sitting, walking, and standing. This job is performed in a busy school site that should maintain a clean and healthy environment.

EDUCATION AND EXPERIENCE

- BA degree
- Administrative Services Credential
- Five or more years of successful educational experience
- Complete command of the English language, written and oral

CLEARANCES

Criminal Justice/Fingerprint Clearance
TB Clearance

For an Application:
www.edjoin.org
Search Fortune School

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POSITION TITLE: Counselor

CLASSIFICATION: Exempt

REPORTS TO: Principal

CALENDAR: 12 month

GENERAL SUMMARY: To implement the high school curriculum of the "Fortune Early College High School" Comprehensive Guidance Program; to guide and counsel individuals and groups of students through the development of educational and career plans.

Essential Duties and Responsibilities:

Duties include but are not limited to:

- Meeting with students whose names appear on the low grade list for each marking period and if appropriate, formulating a plan of action for success involving the student and the parent;
- Planning and/or promoting programs which enhance the academic, social or emotional growth of students, e.g., Curriculum Fair, Career Fair, Underclass
- Meeting with seniors once each semester and mailing updates on their graduation status to their parents;
- Working with students who have discipline, attendance and academic problems and are referred by teachers, parents or administrators;
- Insuring that students are aware of requirements for graduation and college admission, as well as any NCAA requirements that may be necessary for athletic participation;
- Guiding each student to choose courses consistent with his/her interests, abilities and career plans;
- Helping students develop post-secondary educational plans in accordance with their interests, abilities and career plans;
- Assisting students with the completion of college admissions applications;
- Organizing and promoting standardized assessment opportunities and interpreting test results to students and/or parents on request;
- Assisting the principal in the preparation of diploma lists and identification of honor graduates in preparation for the Senior Honors Program and Graduation;
- Assuring that appropriate, accurate information is maintained in each student's permanent, cumulative record
- Making necessary schedule changes for individual students that are both appropriate for their abilities and aligned with their educational and career plans.
- To facilitate small groups for individual students with identified, common needs Fortune Early College High School.

To consult with and serve as a resource for students, staff and parents regarding developmental needs of students, which may include:

- Identification and referral of students for Child Study Meetings;

- Creation and oversight of Section 504 plans;
- Active participation in Special Education meetings
- Conference with individual students who have experienced a death in the family or serious illness and notification of their teachers.
- Work with teachers to better help them understand students with physical or emotional challenges.
- To refer students and parents/guardians to appropriate school and community resources;
- To participate in, coordinate, conduct activities which contribute to the effective implementation of the high school component of the K-12 guidance curriculum;
- To evaluate and revise the building guidance and counseling program;
- To assist in the development of a District Assessment Program and the interpretation of testing and assessment results related to career guidance; and to continue personal professional growth and development.
- Other duties as assigned by the administration

Qualifications:

Required knowledge, skills & abilities:

- Proficient skills in keyboarding, word processing, and file maintenance
- Effective communication and interpersonal skills
- Basic math skills
- Ability to use personal computer and software to develop spreadsheets and databases and do word processing

Education and Experience:

- Bachelor's Degree (Mastered Preferred)
- A Valid Pupil Personnel Services Certificate

Working Conditions:

Physical Abilities

- Hearing and speaking to conduct group training, exchange information in person electronically and over the telephone
- Ability to read printed material and computer screens. Ability to understand speech at normal levels
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, bend, reach, walk, sit and stand for extended periods of time. Ability to lift and carry 10 pounds.
- Accommodations will be made to enable individuals with disabilities to perform the essential job functions.

CLEARANCES

Criminal Justice/Fingerprint Clearance
TB Clearance

For an Application:
www.edjoin.org
Search Fortune School

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POSITION TITLE: Teacher

CLASSIFICATION: Exempt

REPORTS TO: Principal

CALENDAR: 11 months

GENERAL SUMMARY: Provide a high quality instructional program within a small school environment where every student will have the opportunity to reach their fullest potential and acquire the tools needed to prepare for college. Teacher will establish a personal relationship with each student ensuring that each child feels valued as an individual. Establish a culture of high expectations that includes the shared belief that every student will attend college. Serve students in elementary grade levels and uphold the mission, vision and values of Fortune School.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Establish a culture of high expectations that includes the shared belief that every student will attend college.
- Develop and implement lesson plans and classroom activities aligned with California State Standards and Fortune School of Education Instructional Guidelines.
- Assess students regularly and analyze student results; refines and differentiate classroom instruction based on assessment data and student needs.
- Collaborate with colleagues to improve instructional practices throughout the school; share best practices.
- Assume leadership role in some aspects of the development of the school.
- Communicate regularly with students and their families about classroom activities and student progress.
- Involve parents and guardians as partners in their students' education.
- Manage student behavior to ensure every student is fully engaged.
- Actively participate in professional development activities, and work closely with lead teachers, principal, and instructional coaches.
- Maintain accurate student records including attendance.
- Identify unique student needs and collaborate with team members to effectively address those needs.
- Support the mission, vision, and core values of Fortune School.
- Perform other related duties as required and assigned.

Minimum Qualifications:

Student Assessment and Monitoring:

- Experienced in assessment; emphasizing student achievement as the primary outcome of schooling.
- Systematically assesses and monitors student progress using objective and verifiable information whenever possible.
- Works with principal to systematically identify and respond to at risk students
- Makes referrals to appropriate community agencies when needed.
- Provides meaningful information to parents / guardians and others regarding student progress.
- Maintains policies and practices for grading, reporting, and promoting.
- Knowledge of child cognitive development and various learning styles.
- Knowledge of subject matter, including California State Standards and subject-specific frameworks and assessments.

- Ability and willingness to implement Fortune School Instructional Guidelines and Best Practices.
- Ability to analyze qualitative and quantitative student data.
- Ability and willingness to reflect and improve instructional practices.
- Ability to collaborate with colleagues, parents, community, and stakeholders.

Minimum Educational Level:

- Bachelor's degree
- Valid California Teaching Credential based on Bachelor's degree, student teaching or intern experience
- Appropriate certification for teaching English Language Learners
- NCLB Compliant
- 1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

Working Conditions:

- Office environment: constant interruptions.
- Outdoor environment: driving a personal vehicle to conduct work; visit school sites; travel to other organizations and companies; meetings and workshops

Physical Abilities

- Hearing and speaking to conduct group training; exchange information in person, electronically, and on the telephone.
- Ability to read printed material and computer screens.
- Ability to hear and comprehend speech at normal volumes.
- Dexterity of hands and fingers to operate computer keyboard and other office equipment.
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds.
- Reasonable accommodations will be made to enable individuals with disabilities to perform essential job functions.

For an Application:
www.edjoin.org
Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



| | |
|--|-------------------------------|
| POSITION TITLE: Education Specialist | Classification: Exempt |
| REPORTS TO: Director of Special Education | Calendar: 11 months |

GENERAL SUMMARY: The Education Specialist is responsible for providing quality instruction to students with various disabilities. Teacher is responsible for implementing curriculum to ensure that students are successful in academics, develop interpersonal skills and participate in activities of daily living. Teacher is responsible for documenting student progress/activities, outcomes; addressing specific needs of students; providing a safe and optimal learning environment and providing feedback to students, parents and administration regarding student progress and goal.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Develop, maintain IEPs, quarterly reports, progress monitoring for measuring goals
- Collect and report progress monitoring data for all student goals
- Conduct IEP meetings within mandated timelines
- Make data-driven instructional decisions to improve student outcomes
- Complete Quarterly Progress Reports
- Complete mandatory reporting as required by state and federal guideline.
- Complete all special education paperwork accurately, according to regulations, and on time
- Develop and monitor appropriate transition plans for students of transition age
- Serve as a liaison and resource to Special Education Local Plan Areas (SELPA's)
- Adapts lesson for the purpose of implementing the IEP goals and meeting the special needs of students.
- Advises parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.

- Assesses student's social needs (e.g. behavioral, motor development, communication, etc.) and academic needs (developmental level, vocational abilities, etc.) for the purpose of evaluating students and family requirements, placement and success of the program.
- Collaborates with school personnel, agencies and community agencies (e.g. social service agencies, caretakers, etc.) for the purpose of developing and modifying the program to maximize the quality of student outcomes, developing solutions and planning curriculum.
- Directs instructional assistants, volunteers and/or student aides for the purpose of providing an effective school program and addressing the needs of individual students.
- Instructs students with individualized special needs for the purpose of developing appropriate academic interpersonal and daily living skills through a defined course of study.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Prepares teaching materials and reports (e.g. grades, attendance, anecdotal records, etc.) for the purpose of implementing lesson plans and providing documentation of teacher and student progress.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code, district and/or school policies.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Participates in various meetings (e.g. individual education plan meetings, conferences, in-service training, site meetings, etc.) for the purpose of receiving and/or providing information and/or meeting credential requirements.

EDUCATION & EXPERIENCE

- The education specialist shall possess the appropriate special education credential to serve the student population. The California special education teaching credential shall be based on a bachelor's degree and student teaching or possession of a valid intern credential as required by California Charter School Act of 1992 and the federal No Child Left Behind Act. Credential must be appropriate for the teaching assignment;
- Possession of one of the documents issued by the California Commission on Teacher Credentialing (CCTC) that authorizes instruction to English Learners (EL). Including, but not limited to: Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD/BCLAD Emphasis, District Intern Credential with English Learner Authorization/BCLAD Emphasis, Bilingual Cross-cultural Specialist Credential, or CLAD/BCLAD Certificate. (per Credential Leaflet: CL-622 from California Commission on Teacher Credentialing).
- Three or more years experience serving students with special needs

Qualifications

- Required knowledge, skills & abilities:
- Skills to motivate students, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate performance, address student needs.
- Knowledge of appropriate special education category (learning, severely, communication, visually and/or physically handicapped), age appropriate teaching methods, state curriculum framework, education code and relevant laws.
- Abilities to stand and walk for prolonged periods, perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with students, parents and other school personnel, meet scheduling deadlines. Significant physical abilities include lifting/carrying, reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception/accommodation/field of vision.
- Licenses, Certifications, Bonding, and/or Testing Required: Teaching Credential for appropriate level of instruction and/ specialty area of special education. Criminal Justice Fingerprint Clearance.

Physical Abilities

- Hearing and speaking to conduct group training, exchange information in person electronically and on the telephone
- Ability to read printed material and computer screens. Ability to understand speech at normal levels
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds
- Reasonable accommodations will be made to enable individuals with disabilities to perform the essential job functions
- Classroom environment: constant interruptions
- Outdoor environment: driving a personal vehicle to conduct work; visit school sites; travel to other organizations and companies; meetings and workshops

WORKING CONDITIONS

Environment

- Office environment: constant interruptions
- Outdoor environment: driving a person vehicle to conduct work; visit school sites; travel to other organizations and companies; meetings and workshops

Physical

- Hearing and speaking to conduct group training; exchange information in person, electronically, and on the telephone
- Ability to read printed material and computer screens.
- Ability to hear and comprehend speech at normal volumes.
- Dexterity of hands and fingers to operate computer keyboard and other office equipment.
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds.
- Reasonable accommodations will be made to enable individuals with disabilities to perform essential job functions.

For an Application:
www.edjoin.org

Search Fortune SchoolThis position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



| | | |
|---------------------------------------|------------------------|-------------------|
| POSITION TITLE: Office Manager | Classification: | Non-Exempt |
| REPORTS TO: Principal | Calendar: | 12 months |

General Summary: The Office Manager is responsible for assisting with the efficient operation of the office and managing the accounting department at their designated school site. Position provides administrative assistance to the Principal, school staff and students by managing the school's financial records and transactions, answering/screening phone calls, preparing correspondence and other written communication, receiving and responding to inquiries and requests, supervising projects, handling confidential information and other related duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Work in collaboration with Central Office to ensure that rules are being followed and expectations are being met.
- Intake and accounting of money for after school program and lunch program. Perform financial duties for the school site.
- Handling bookkeeping for parent/school organizations and attending budget/bookkeeping-related meetings/committees/workshops.
- Provide administrative support to the principal and school personnel by answering phones composing and typing correspondence.
- Assist with monitoring building visitors, visitor sign-in procedures and building activities including crisis situations such as building evacuations, lockdowns, emergency situations and safety procedures.
- Perform other job-related duties as assigned, including providing back-up coverage to other positions.
- Prepare deposits in an efficient manner to be turned in to the Central Office staff.
- Word processing methods, techniques and programs, including spreadsheet and database operations.
- Communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds.
- Provide excellent customer service to internal and external customers.

TECHNICAL SKILLS/KNOWLEDGE/ABILITIES:

- Critical thinking and problem solving skills.
- Time management, organizational and prioritization skills.
- Supervisory and office management skills preferred.
- Knowledge of District and school policies and procedures preferred.
- Accounting and bookkeeping skills.
- Ability to manage multiple priorities with frequent interruptions.

- Ability to diffuse and manage volatile and stressful situations.
- Ability to promote and follow FSE policies, school site and department procedures.
- Modern office practices, methods and equipment, including computer equipment.
- Principles and procedures of record keeping
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally, the job requires sitting, walking, and standing. This job is performed in a busy school site that should maintain a clean and healthy environment.

EDUCATION AND EXPERIENCE

- BA degree preferred or equivalent experience.
- At least two years of office management experience.
- Proficient in Microsoft Office, Excel and able to type 35 words per minute.
- Complete command of the English language, written and oral.

CLEARANCES

Criminal Justice/Fingerprint Clearance
TB Clearance

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Search Fortune School

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| | | | |
|------------------------|-------------------------|------------------------|-------------------|
| POSITION TITLE: | School Secretary | Classification: | Non-Exempt |
| REPORTS TO: | Principal | Calendar: | 12 months |

General Summary: The Fortune School Secretary will serve as a lead member of the team to ensure the smooth and efficient operation of the school site. The School Secretary will support the Principal in their efforts to create a learning environment where each child is focused on learning and staff is focused on results. Position will provide excellent customer service to all students, parents, staff, community members and stakeholders.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide varied and responsible secretarial and clerical support services to relieve the Principal of administrative and clerical detail; compose independently or from oral instruction, letters requesting or providing information or dealing with routine matters.
- Coordinate flow of communications between parents, students and the public; respond to inquiries and provide information to teachers, students and the public.
- Assist with disciplinary process; monitor detained students; process student suspensions; assure the safety and supervision of students; perform student health care functions, administer first aid.
- Prepare for new school year; coordinate and oversee student registration activities; assist with student classroom placement; assure overflow students are transferred to appropriate schools.
- Compile information and prepare and maintain a wide variety of data, records and reports according to established procedures and timelines; establish and maintain filing systems; prepare a variety of documents including forms, flyers, schedules, newsletters and handbooks.
- Maintain a variety of calendars for the Principal; schedule and coordinate use of school facilities; arrange travel reservations and prepare related documents.
- Perform receptionist duties; initiate and answer telephone calls; screen and route calls; provide information and assistance to callers; receive and distribute messages to appropriate personnel; receive, open, sort, screen and distribute incoming mail; distribute campus keys.
- Monitor inventory levels of school supplies and textbooks, ordering replacements as necessary; distribute and collect textbooks; assure students are billed for lost/damaged to textbooks; communicate repair and maintenance issues to appropriate personnel.

- Prepare, maintain and process financial records related to the assignment; record expenditures and assist in monitoring assigned budgets; maintain and reconcile school checkbook and petty cash account; process, audit and arrange for payment of school invoices; process returned checks; perform bank deposit activities.
- Contact parents and guardians to clear student absences; prepare Average Daily Attendance reports as assigned by position.
- Operate a variety of office equipment including a fax machine, copier and a computer and assigned software.
- Maintain all student records; attendance records, daily/monthly attendance reports and other pertinent student data files and reply in a timely manner to requests for student records.
- Monitor the absence of students and check on children not reporting to school and not reported absent by parents.
- Maintain and update emergency release forms and remove from the building in the event of an emergency.
- Coordinate registration of all prospective students. Prepare class lists.
- Prepare monthly Notes & Notables messages; notify Fortune School of upcoming events for publicity purposes so that pictures, videos, or news releases can be organized.
- Process and file Student Behavior forms and prepare reports as requested by the principal.
- Ensure that all report cards and progress reports are processed in a timely manner and maintained in the appropriate files.
- Coordinate the development of the school monthly newsletter and bulletins to teachers.
- Disseminate mail and other inventor to appropriate school staff.
- Process updates and revisions of Board Policy.
- Process free and reduced lunch applications.
- Initiate transportation requests for students and for student field trips.
- Maintain all room keys for the building.

KNOWLEDGE, SKILLS AND ABILITIES:

- Ability to run an efficient support system for the school environment.
- Possess the qualities of reliability, honesty, integrity and promptness in performing duties.

- Excellent interpersonal skills, including ability to handle confidential and sensitive issues with diplomacy and ability to work effectively with teammates of all levels. Easily approachable and sensitive to the interpersonal anxieties of others. Must display a pleasant demeanor and demonstrate a genuine interest in people.
- Excellent communication and writing skills with demonstrated ability. Must speak and write clearly and courteously at all times.
- Excellent organization, time management and follow-up skills; high sense of urgency.
- Demonstrated ability to successfully handle multiple projects concurrently; ability to work independently.
- Ability to navigate complex problems and develop solutions; strong analytical skills and ability to make decisions that are within the best practices of the school.
- Self-directed; ability to effectively prioritize and follow through.
- Proven leadership skills with the ability to develop and implement processes and procedures.
- Proficiency with Microsoft Office package and student information systems.
- Positive, can-do attitude, customer service oriented, and high level of professionalism
- Possess a passion for educating each child, empowering them to go college and become productive citizens.
- Hearing and speaking to conduct group training, exchange information in person electronically and on the telephone.
- Ability to read printed material and computer screens.
- Ability to understand speech at normal levels
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds
- Reasonable accommodations will be made to enable individuals with disabilities to perform the essential job functions

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires sitting, walking, and standing. This job is performed in a busy school site that should maintain a clean and healthy environment.

EDUCATION AND EXPERIENCE

- 3-5 years in office administration
- Bachelor's degree
- Office environment: constant interruptions
- Outdoor environment: driving a personal vehicle to conduct work; visit school sites; travel to other organizations and companies; meetings and workshops

CLEARANCES

Criminal Justice/Fingerprint Clearance

TB Clearance

For an Application:

www.edjoin.org

Search Fortune School

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POSITION TITLE: Parent Liaison

Classification: Non-Exempt

REPORTS TO: Principal

Calendar: 12 months

General Summary: The parent liaison will have 1-2 of experience serving students from diverse backgrounds in a school setting. The parent liaison will provide student services, which includes monitoring recess, meals and general student supervision during PE, lunch periods, restroom breaks and passing periods. The parent liaison will also provide record keeping for breakfast and lunch counts, relieve the secretary for lunch breaks, assist with attendance and absence verification and special projects as needed. The parent liaison will be responsible for coordinating with parents to complete their mandatory 40 hour school service requirement and coordinate all other school volunteers. The parent liaison is required to wear a uniform and have high standards maintaining a clean-cut appearance at all times.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Duties include but are not limited to:

- STUDENT SERVICES:
- Monitoring recess, meals, and general student supervision; assisting with students during PE, lunch period, restroom breaks, and passing periods.
- ADMINISTRATIVE SERVICES:
- Breakfast and lunch counts/record keeping; lunch relief for School Secretary; assist with attendance / absence verification; special projects as needed; volunteer liaison; clerical support/customer service as needed.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of:

- Needs and challenges of the students we serve
- Community resources

Ability to:

- Motivate students and serve as a positive role model to all students.
- Establish and maintain friendly, cooperative and effective relationships with students.
- Relate well to students and adults and to earn their confidence and cooperation.
- Analyze situations accurately and adopt an appropriate course of action.

- Establish and maintain friendly, cooperative and effective working relationship with school personnel, community members and central office staff.
- Follow oral and written instructions.
- Clearly articulate and reinforce the high expectations of HBCP and FSE
- Write and communicate clear instructions.

Working Environment

- Constant interruptions
- Hearing and speaking to conduct group training, exchange information in person electronically and over the telephone
- Ability to read printed material and computer screens. Ability to understand speech at normal levels
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds.
- Reasonable accommodations will be made to enable individuals with disabilities to perform the essential job functions.

EDUCATION AND EXPERIENCE

- 1-2 experience serving students from diverse backgrounds in a school setting. High School diploma required and college coursework is desirable.
- School environment where there are constant interruptions. Indoor and outdoor working environment subject to long periods of walking/standing, occasional running, holding up arms for long periods of time to direct traffic, and reaching in all directions.

CLEARANCES

Criminal Justice/Fingerprint Clearance
TB Clearance

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| | | |
|---|------------------------|-------------------|
| POSITION TITLE: Food Service Coordinator | Classification: | Non-Exempt |
| REPORTS TO: Principal | Calendar: | 11 months |

General Summary: The Food Service Coordinator plans, organizes, supervises and participates in the operation of the school food program. FSC prepares, supervises and assist in the serving and proper storage of food and the cleaning and maintenance of equipment, utensils and work areas. Position is responsible for ordering and maintaining the inventory of food and supplies; prepares and maintains records and reports, in collaboration with the FSE Central Office personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

KNOWLEDGE OF:

- Standard kitchen equipment, utensils and measurements; record keeping techniques. Principles and practices of supervision and training; sanitation and safety practices related to serving food.
- Principles and methods of quantity food service preparation and ordering.
- Sanitation practices related to preparing, handling and serving food.
- Proper lifting techniques.
- Basic record-keeping techniques.
- Operation of food service equipment.
- Techniques to properly store perishable foods.
- Computer programs for the purpose of tracking lunch program data and records.

SKILLS/ABILITY TO:

- Operate food service equipment safely and efficiently.
- Diffuse matters using tact, patience and courtesy.
- Learn and implement rules and regulations pertaining to health and safety in the cafeteria.
- Maintain food service equipment and areas ensuring that food items are prepared, served and stored properly.
- Maintain basic records and reports.
- Establish and maintain cooperative and effective working relationships with others. Learn, interpret, apply and explain policies, procedures, rules and regulations related to assigned activities.
- Meet schedules and time lines.
- Provide the highest level of customer service to students.
- Understand and follow written and oral directions.
- Speak, read and write English at a level required for satisfactory job performance.
- Maintain consistent, punctual and regular attendance.
- Hear and speak to exchange information.

WORKING ENVIRONMENT/PHYSICAL DEMANDS:

- Stand for extended periods of time.
- Move hands and fingers to operate food service equipment and computerized cash management system.
- Reach overhead, above shoulders and horizontally.
- Bend at the waist, kneel or crouch.
- Lift 20 pounds
- Use proper lifting methods.

EDUCATION AND EXPERIENCE

- High School Diploma. College coursework highly desired.
- Any combination equivalent to: sufficient training and experience working in a food preparation program.

CLEARANCES

Criminal Justice/Fingerprint Clearance
TB Clearance

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| | | | |
|------------------------|-----------------------------|------------------------|-------------------|
| POSITION TITLE: | Custodian | Classification: | Non-Exempt |
| REPORTS TO: | Custodial Supervisor | Calendar: | 12 months |

General Summary: The Custodian is responsible for maintaining the plant and providing excellent customer service to students and school personnel. Follow routine cleaning and maintenance procedures to maintain a high standard of safety, cleanliness, and efficiency of building operations and grounds.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Patrols school grounds, buildings and restrooms to prevent vandalism and to ensure adequate security.
- Refer student behavioral problems to appropriate staff for correction.
- Encourages and promotes courtesy among students.
- Observes that safety rules are obeyed.
- Move, unpack, and assemble furniture and building equipment.
- Cleans assigned school or district facilities (e.g. classrooms, offices, restrooms, multipurpose rooms, corridors, carpets, removes graffiti, windows, walls, restrooms, bleachers, stage, locker rooms, sidewalks, grounds, etc.).
- Inspects school facilities taking preventative measures to avoid accidents and injuries.
- Maintains supplies and equipment (e.g. cleaning solutions, paper products, vacuum, mops, etc.)
- Responds to immediate safety and/or operational concerns (e.g. facility damage, unauthorized persons, alarms, etc.).
- Distributes supplies, equipment and/or mail (as assigned) (e.g. fill soap dispensers, towel/toilet paper dispensers, packages, furniture, TV/VCR carts, etc.).
- Assure building security by locking/unlocking doors at appropriate time, recognizing and correcting unsafe security conditions or reporting condition to appropriate personnel or authorities. Prepares facility for daily operations as may be required (e.g. opening gates, raising flags, unlocks doors, etc.).

- Perform other duties as assigned

KNOWLEDGE OF:

- Methods of industrial cleaning including cleaning and preserving of floors, whiteboards, carpets, furniture, walls, and fixtures.
- Safety practices and procedures.
- Cleaning tools, materials and supplies used in custodial work.
- Basic principles of first aid.
- Standards of courtesy to be observed by students, school policies and procedures.

SKILLS AND ABILITY TO:

- Create a safe and friendly environment.
- Communicate, articulate and carry out instructions.
- Inform supervisor of any needs and concerns.
- Carry out oral and written instructions.
- Observe and report safety hazards and need for maintenance repair.
- Communicate with diverse groups.
- Work as part of a team.
- Learn and enforce school rules in areas of responsibility.
- Maintain positive relationship with adolescents.
- Deal tactfully and effectively with adolescents and adults.
- Work independently and make decisions within the framework of established guidelines.
- Keep records and maintain reports adhere to safety practices.
- Be proactive.
- Communicate, be understood, give and carry out instructions spoken in English.
- Communicate to site administrators and supervisor custodial needs, schedules and concerns.
- Observe and report safety hazards and need for maintenance repair.
- Learn custodial procedures, methods and schedules.
- Operate a vehicle with a valid CA drivers license observing defensive driving practices.
- Adapt to changing work priorities.
- Understand and be sensitive to the diverse academic, socioeconomic, cultural, and ethnic backgrounds of vendors, district personnel and administrators.
- Maintain consistent, punctual and regular attendance.

WORKING ENVIRONMENT/PHYSICAL DEMANDS:

- Significant lifting, carrying, pushing, and/or pulling.
- Some climbing and balancing.
- Frequent stooping, kneeling, crouching, and/or crawling.
- And significant fine finger dexterity.
- Generally the job requires 5% sitting, 70% walking, and 25% standing.
- The job is performed under minimal temperature variations and some hazardous conditions.

EDUCATION AND EXPERIENCE

- High School Diploma
- 3-5 years experience as a custodian
- College coursework is desirable but not required
- CPR and First Aide
- Experience in youth related activities
- Experience working in a school setting
- Bilingual is a plus
- Valid CA drivers license
- DMV report showing safe driving history

CLEARANCES

Criminal Justice/Fingerprint Clearance
TB Clearance

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POSITION TITLE: Special Education Aide **Classification:** Non-Exempt
REPORTS TO: Principal **Calendar:** 11 months

GENERAL SUMMARY: Candidate must be passionate about serving students from low socio-economic backgrounds who need extra support. Experience working with students in small groups, 1:1 and large groups. Must work well with students, staff and principal, experience giving instruction in the core reading areas (decoding, phonics, comprehension, fluency and vocabulary) and is comfortable with elementary level reading and ELA. Must have experience working with students with learning disabilities.

ESSENTIAL FUNCTIONS: The essential duties of the position include, but are not limited to:

- Maintain student supervision at all times including transitions, P.E. and lunch periods. Inform the classroom teacher whenever you leave the room of where you are going and for how long.
- Implement lesson plans as designed by teacher; support in the delivery of instruction for assigned students.
- Systematically record and graph data specific to assigned students regarding overall instructional progress, achievement of IEP goals, behavioral incidents, baseline behavior and other information as required with the guidance of the Education Specialist.
- Communicate measurable learning objectives and guide assigned students toward mastery of goals.
- Utilize instructional techniques and appropriate instructional material as prescribed by classroom teacher.
- Communicate to student about IEP goals regularly; correct student errors in a positive and timely manner.
- Communicate any concerns to the classroom teacher and Education Specialist regarding student performance and behavior.
- Assist in tracking the completion of homework and course work.
- Follow all policies for classroom procedures.
- Complete logs on a daily basis (if required). Submit accurate and complete logs on time to parent and Education Specialist if required.
- Implement interventions as prescribed in the treatment plan.
- Complete incident and/or accident reports within specified time requirements, as needed.
- Keep student information confidential at all times.
- Follow established Fortune School Norms.

KNOWLEDGE, SKILLS AND ABILITY TO:

- Work with students in small groups, 1:1 and large groups.
- Work with students with learning disabilities.

WORKING ENVIRONMENT/PHYSICAL DEMANDS:

- Office environment: constant interruptions.
- Outdoor environment: driving a personal vehicle to conduct work; visit school sites; travel to other organizations and companies; meetings and workshops

EDUCATION AND EXPERIENCE

BA Degree is required.

CLEARANCES

Criminal Justice/Fingerprint Clearance
TB Clearance

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POSITION TITLE: Behavior Technician

CLASSIFICATION: Non-Exempt

REPORTS TO: Principal

CALENDAR: 11 months

GENERAL SUMMARY: The Behavior Technician is responsible for creating and maintaining a safe and secure campus while providing excellent customer service to students, parents and school personnel and consistently follows routine safety procedures and maintains a high standard of order, discipline and efficiency of safety operations and grounds.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Patrols school grounds, buildings and restrooms to ensure rules are being followed, prevent vandalism and to ensure adequate security.
- Refer student behavioral problems to appropriate staff for correction.
- Encourages and promotes courtesy among students.
- Instill and reinforces the culture of high expectations and excellence.
- Model and observes that the safety rules are obeyed.
- Monitor classrooms, offices, restrooms, multipurpose rooms, corridors, sidewalks, grounds, etc.).
- Inspects school facilities taking preventative measures to avoid accidents and injuries.
- Responds to immediate safety and/or operational concerns (e.g. unauthorized persons, alarms,
- Assure building security by locking/unlocking doors at appropriate time, recognizing and correcting unsafe security conditions or reporting condition to appropriate personnel or authorities.
- Perform other duties as assigned

KNOWLEDGE OF: Safety practices and procedures; the basic principles of first aid. Knowledge of school policies and procedures.

SKILLS AND ABILITY TO: Create a safe and friendly environment. Communicate, articulate and carry out instructions. Inform supervisor of any needs and concerns; carry out oral and written instructions; observe and report safety hazards and need for maintenance repair; communicate with diverse groups; work as part of a team; be punctual and in attendance. Learn and enforce school rules in areas of responsibility; maintain positive relationship with adolescents; deal tactfully and effectively with adolescents and adults; work independently and make decisions within the framework of established guidelines; keep records and maintain reports adhere to safety practices; be proactive.

WORKING ENVIRONMENT/PHYSICAL DEMANDS:

- Standing and walking for extended periods of time. Run on occasion.
- Reach overhead, above shoulders and horizontally, bend at the waist, kneel or crouch.
- Lift 20 pounds using proper lifting methods.
- Indoor and outdoor climate.

EDUCATION AND EXPERIENCE

- High School Diploma
- College coursework is desirable but not required
- CPR and First Aide preferred
- Experience in youth related activities
- Experience working in a school setting

CLEARANCES

Criminal Justice/Fingerprint Clearance
TB Clearance

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Sacramento Teacher Salary Schedule

Effective January 1, 2021

| Level | Salary |
|---------------------------|----------|
| Intern (Step 1) | \$53,387 |
| Intern (Step 2) | \$53,527 |
| Intern (Step 3) | \$53,667 |
| BA + Credential (Step 1) | \$53,807 |
| BA + Credential (Step 2) | \$53,947 |
| BA + Credential (Step 3) | \$54,088 |
| BA + Credential (Step 4) | \$54,228 |
| BA + Credential (Step 5) | \$54,368 |
| BA + Credential (Step 6) | \$56,301 |
| BA + Credential (Step 7) | \$58,401 |
| BA + Credential (Step 8) | \$60,836 |
| BA + Credential (Step 9) | \$62,249 |
| BA + Credential (Step 10) | \$64,471 |
| BA + Credential (Step 11) | \$66,044 |
| BA + Credential (Step 12) | \$67,536 |
| MA + Credential (Step 1) | \$54,989 |
| MA + Credential (Step 2) | \$55,129 |
| MA + Credential (Step 3) | \$55,269 |
| MA + Credential (Step 4) | \$55,409 |
| MA + Credential (Step 5) | \$57,444 |
| MA + Credential (Step 6) | \$59,593 |
| MA + Credential (Step 7) | \$61,781 |
| MA + Credential (Step 8) | \$64,326 |
| MA + Credential (Step 9) | \$66,914 |
| MA + Credential (Step 10) | \$68,231 |
| MA + Credential (Step 11) | \$70,474 |
| MA + Credential (Step 12) | \$72,786 |
| Ph.D. Stipend | \$1,100 |

Induction (formerly BTSA) will be paid by Fortune School of Education.

Entering teachers will be granted credit for a maximum of 10 years teaching experience. Experience must be as a full time, credentialed teacher in a K-12 public school setting in the United States. Experience credit shall not be given for practice teaching, military service, summer school, college level experience or adult experience.

APPENDIX 11

FY 2022 - FY 2024 Charter Renewal Budget

| | FS | WLCP | EWCP | ARCP | HMCP | ECHS | FMS | TPCP | New 6-8 | Fortune Charter |
|--------------------------------------|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------|
| Enrollment: | | | | | | | | | | |
| Charter Schools | 310 | 310 | 180 | 310 | 406 | 235 | 180 | 210 | | 2,141 |
| Average Daily Attendance - Projected | 294 | 289 | 165 | 285 | 373 | 216 | 165 | 193 | 0 | 1,980 |
| Unduplicated Count | 241 | 241 | 140 | 241 | 316 | 183 | 140 | 164 | 0 | 1,667 |
| Unduplicated Count Percentage | | | | | | | | | | 77.88% |
| Local District Percentage | | | | | | | | | | 88.49% |
| CMO Support % | 12.00% | 12.00% | 4.00% | 12.00% | 12.00% | 10.00% | 4.00% | 12.00% | | |
| Teacher Support % | 4.00% | 4.00% | 4.00% | 4.00% | 4.00% | 4.00% | 4.00% | 4.00% | | |
| Data & Analytical Support % | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% | | |
| LCFF Entitlement per ADA | | | | | | | | | | \$11,097 |
| | 2021-22 | | | | | | | | | |
| Revenue | \$4,191,960 | \$4,146,022 | \$2,227,811 | \$4,015,022 | \$5,262,339 | \$3,725,602 | \$2,417,625 | \$3,323,580 | \$0 | \$29,309,962 |
| Expense | \$3,811,738 | \$3,674,574 | \$2,115,267 | \$3,736,495 | \$4,747,272 | \$3,687,591 | \$2,365,730 | \$3,260,610 | \$0 | \$27,399,277 |
| Excess (Deficiency) | \$380,222 | \$471,449 | \$112,544 | \$278,527 | \$515,067 | \$38,011 | \$51,895 | \$62,970 | | \$1,910,685 |
| | 2022-23 | | | | | | | | | |
| Revenue | \$4,319,007 | \$4,247,996 | \$2,288,676 | \$4,130,510 | \$5,557,250 | \$4,367,466 | \$2,386,621 | \$4,675,962 | \$0 | \$31,973,488 |
| Expense | \$3,903,809 | \$3,766,968 | \$2,149,263 | \$3,808,413 | \$4,950,332 | \$4,338,686 | \$2,386,375 | \$4,126,172 | \$0 | \$29,430,018 |
| Excess (Deficiency) | \$415,198 | \$481,028 | \$139,413 | \$322,097 | \$606,917 | \$28,780 | \$246 | \$549,790 | | \$2,543,470 |
| | 2023-24 | | | | | | | | | |
| Revenue | \$4,432,577 | \$4,367,276 | \$2,355,298 | \$4,277,773 | \$5,893,416 | \$4,614,712 | \$2,395,109 | \$4,764,036 | \$2,152,473 | \$35,252,669 |
| Expense | \$3,983,301 | \$3,809,342 | \$2,186,472 | \$3,879,899 | \$5,176,581 | \$4,081,915 | \$2,379,838 | \$4,189,564 | \$2,058,511 | \$31,745,423 |
| Excess (Deficiency) | \$449,277 | \$557,934 | \$168,826 | \$397,874 | \$716,835 | \$532,797 | \$15,271 | \$574,472 | \$93,962 | \$3,507,247 |

FY 2022 - FY 2024 Charter Renewal Budget
Fortune School - Consolidated
Fund 05

| | | 2021-22 | 2022-23 | 2023-24 |
|---|----------|---------------------|---------------------|---------------------|
| Funded ADA | | 1,980 | 2,129 | 2,277 |
| LCFF Entitlement | \$11,097 | \$21,972,716 | \$24,259,751 | \$26,719,485 |
| 8096 Transfers to Charter Schools in Lieu of Property Taxes | | \$0 | \$0 | \$0 |
| 8012 Education Protection Act Funds | | \$1,925,222 | \$2,070,100 | \$2,214,006 |
| 8011 LCFF - State Aid | | \$20,047,494 | \$22,189,651 | \$24,505,479 |
| Total Local Control Funding Formula Sources | | \$21,972,716 | \$24,259,751 | \$26,719,485 |
| Federal Revenues | | | | |
| 8181 Special Education Entitlement | \$125.00 | \$236,250 | \$267,625 | \$280,250 |
| 8182 Special Education Discretionary Grants - Mental Health | | \$0 | \$0 | \$0 |
| 8220 Child Nutrition Programs | | \$1,044,665 | \$1,124,160 | \$1,171,782 |
| 8220 Child and Adult Care Food Program | | \$657,336 | \$704,931 | \$737,210 |
| 8290 Title I /Title IV | | \$557,313 | \$568,607 | \$634,624 |
| 8290 Title II | | \$56,511 | \$56,511 | \$64,743 |
| 8290 Other Federal Revenue | | \$526,007 | \$356,609 | \$656,041 |
| Total Federal Revenues | | \$3,078,082 | \$3,078,442 | \$3,544,651 |
| Other State Revenues | | | | |
| 8520 Child Nutrition Programs | | \$87,227 | \$93,886 | \$97,737 |
| 8520 Child and Adult Care Food Program | | \$45,782 | \$49,097 | \$51,346 |
| 8520 School Breakfast Program Expansion Grant | | \$0 | \$0 | \$0 |
| 8560 State Lottery (begins in FY2015-16) | \$150.00 | \$307,282 | \$301,053 | \$323,401 |
| 8560 State Lottery-PY | | \$0 | \$0 | \$0 |
| 8560 State Lottery - Restricted | \$49.00 | \$100,379 | \$98,344 | \$105,644 |
| 8560 State Lottery - Restricted-PY | | \$0 | \$0 | \$0 |
| 8590 SB740 Facilities Reimbursement | | \$2,271,841 | \$2,516,345 | \$2,674,337 |
| 8590 SB740 Facilities Reimbursement - PY Adjustment | | \$0 | \$0 | \$0 |
| 8590 Classified Employee PD Block Grant | | \$0 | \$0 | \$0 |
| 8590 SSID/STAR/CELDT Testing Reimbursements | | \$0 | \$0 | \$0 |
| 8590 State COVID-19 Funds GF | | \$0 | \$0 | \$0 |
| 8550 Mandate Block Grant | \$17.11 | \$36,028 | \$40,694 | \$44,965 |
| 8550 One-Time per ADA Grants | \$0.00 | \$0 | \$0 | \$0 |
| 8590 Mental Health per ADA | | \$88,800 | \$81,600 | \$96,000 |
| 8792 Special Education Entitlement | \$634.00 | \$1,210,573 | \$1,340,501 | \$1,478,041 |
| Total State Revenues | | \$4,147,911 | \$4,521,520 | \$4,871,470 |
| Other Local Revenue | | | | |
| 8634 Food Service Sales | | \$51,252 | \$53,774 | \$57,064 |
| 8631 Sale of Equipment and Supplies | | \$0 | \$0 | \$0 |
| 8699 All other Local Revenue - Unrestricted Donations/Fundraising | | \$0 | \$0 | \$0 |
| 8699 All Other Local Revenue - Facility Use | | \$60,000 | \$60,000 | \$60,000 |
| Total Local Revenue | | \$111,252 | \$113,774 | \$117,064 |
| Other Financing Sources | | | | |
| 8972 Proceeds From Capital Leases | | \$0 | \$0 | \$0 |
| 8979 Proceeds From TI Loans | | \$0 | \$0 | \$0 |
| 8980 Contribution to Athletic Department | | \$0 | \$0 | \$0 |
| Total Financing Sources | | \$0 | \$0 | \$0 |
| Total Revenues and Other Financing Sources | | \$29,309,962 | \$31,973,488 | \$35,252,669 |

Resource 0000 - Unrestricted General Education

| | | | | |
|---|---------|-------------|-------------|-------------|
| 1100 Certificated Teachers' Salaries | | \$3,499,613 | \$4,009,126 | \$4,305,150 |
| 1130 Certificated Teachers' Salaries - subs | | \$273,750 | \$296,250 | \$318,000 |
| 1300 Certificated Supervisors' and Administrators' Salaries | | \$544,146 | \$559,628 | \$575,573 |
| 1900 Other Certificated Salaries | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$255,357 | \$276,043 | \$284,184 |
| 2200 Noncertificated Support Salaries | | \$633,528 | \$634,155 | \$716,486 |
| 2300 Noncertificated Sup and Admin Salaries | | \$123,600 | \$127,308 | \$131,127 |
| 2400 Clerical, Technical and Office Staff Salaries | | \$613,006 | \$631,396 | \$693,956 |
| 1200 Certificated Pupil Support Salaries | | \$66,656 | \$128,656 | \$132,516 |
| 2900 Other Classified Salaries | | \$587,648 | \$612,550 | \$669,299 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$366,802 | \$410,939 | \$432,933 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$194,264 | \$200,233 | \$221,357 |
| 3401 Health and Welfare, certificated positions | | \$649,492 | \$868,541 | \$944,124 |
| 3402 Health and Welfare, classified positions | | \$397,330 | \$414,121 | \$441,188 |
| 3501 State Unemployment Insurance, certificated | | \$83,500 | \$83,500 | \$94,500 |
| 3502 State Unemployment Insurance, classified | | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | | \$46,720 | \$53,140 | \$55,403 |
| 3602 Workers' Compensation, classified positions | | \$22,552 | \$23,249 | \$26,773 |
| 4100 Approved Textbooks and Core Curricula Materials | | \$563,000 | \$496,251 | \$557,817 |
| 4200 Books and Other Reference Materials | | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| Instructional (\$1,000 returning/\$1,500 new classes) | | \$95,700 | \$101,200 | \$109,200 |
| Recess/Incentives | | \$18,350 | \$18,350 | \$19,850 |
| Case-It Binders with Logo for MS and HS students | | \$11,200 | \$13,700 | \$17,500 |
| Other (Office/clerical) | | \$135,000 | \$140,000 | \$148,000 |
| Custodial Supplies (includes \$3,100 start up supplies) | | \$108,600 | \$113,600 | \$128,600 |
| Bark Replacement | | \$2,700 | \$2,700 | \$2,700 |
| PE Uniforms | | \$8,000 | \$8,000 | \$9,000 |
| Promotional Material | | \$0 | \$0 | \$0 |
| Parent Academy Food and Materials | | \$12,000 | \$12,000 | \$13,500 |
| Advocacy Day Food and SWAG | | \$14,400 | \$14,400 | \$16,200 |
| Instructional- Science curriculum supplies | | \$6,500 | \$6,500 | \$7,500 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| Technology | | \$27,000 | \$44,000 | \$44,000 |
| Furniture | | \$11,500 | \$23,500 | \$23,500 |
| 5200 Travel and Conferences - Parent Academy Presenters | | \$3,100 | \$3,100 | \$3,300 |
| 5300 Dues and Memberships | | \$0 | \$0 | \$0 |
| CSDC | \$3.00 | \$6,906 | \$6,906 | \$7,392 |
| CCSA | \$10.00 | \$23,020 | \$23,020 | \$24,640 |
| EdJoin | | \$800 | \$800 | \$900 |
| Other Dues and Memberships | | \$9,247 | \$13,806 | \$18,365 |
| 5400 Insurance | | \$136,000 | \$140,000 | \$157,500 |
| 5500 Operations and Housekeeping | | \$0 | \$0 | \$0 |
| Utilities (per square foot per mo.) | | \$381,907 | \$384,859 | \$389,659 |
| Alarm Monitoring (Fire and Burglar) | | \$34,212 | \$34,212 | \$54,866 |
| Pest Control | | \$10,898 | \$10,898 | \$11,298 |
| 5600 Rentals, Leases, Repairs | | \$0 | \$0 | \$0 |
| Facility Rent | | \$4,368,132 | \$4,854,652 | \$5,014,636 |
| Repairs | | \$64,000 | \$65,000 | \$70,000 |
| Facilities Maintenance | | \$60,553 | \$29,700 | \$37,700 |
| Copier and Credit Card Terminal Lease | | \$166,000 | \$168,000 | \$186,000 |
| 5710 Charge for Athletics | | \$344,523 | \$338,889 | \$345,770 |
| Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Professional/Consulting Services | | \$0 | \$0 | \$0 |
| BTSA Stipend | | \$0 | \$0 | \$0 |

| | | | | |
|---|---------|---------------------|---------------------|---------------------|
| Shredding Service (Cintas) | | \$4,920 | \$4,920 | \$5,580 |
| SAYS Elective | | \$55,400 | \$55,600 | \$74,010 |
| Contracted Sub Services | | \$0 | \$0 | \$0 |
| Cintas Uniforms | | \$63,900 | \$65,900 | \$74,500 |
| CRC Per Semester Fees | | \$0 | \$410 | \$410 |
| Landscape Maintenance | | \$45,820 | \$47,320 | \$53,320 |
| Other Services and Expense (includes finance charges) | | \$38,500 | \$34,500 | \$36,500 |
| Hearing and Vision Screening | | \$20,040 | \$21,080 | \$22,550 |
| Printing and Reproduction | | \$29,318 | \$33,080 | \$35,811 |
| Bottled Water | | \$3,368 | \$3,368 | \$3,368 |
| Fitness Classes - Women's Wellness Club | | \$4,000 | \$4,000 | \$4,500 |
| Legal Expenses | | \$8,750 | \$8,750 | \$9,250 |
| Annual Permits and Fees (Alarm) | | \$2,700 | \$2,700 | \$2,900 |
| Parent Square | \$5.00 | \$10,370 | \$11,160 | \$11,950 |
| Illuminate Licenses (Grading and Assessment) | \$6.78 | \$15,236 | \$17,482 | \$18,615 |
| Aeries License (SIS) | \$10.00 | \$18,540 | \$20,740 | \$22,320 |
| MAP Testing Fees | \$12.50 | \$25,925 | \$27,900 | \$29,875 |
| Edmentum Licenses/Moby Max | | \$33,880 | \$33,880 | \$38,115 |
| Student Persistence Incentive Trips | | \$10,300 | \$10,300 | \$13,300 |
| Leadership Elective Programming (U-Can) | | \$60,000 | \$60,000 | \$60,000 |
| Business Services (Audit) | | \$48,000 | \$48,000 | \$54,000 |
| Printing and Reproduction - Curriculum Materials | | \$58,754 | \$62,713 | \$62,709 |
| Unsecured Property Tax | | \$13,975 | \$13,975 | \$14,800 |
| IT Services | | \$290,500 | \$290,500 | \$267,000 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | \$23,117 | \$21,888 | \$25,071 |
| Embroider Binders with Logo for MS & HS students | | \$9,840 | \$10,840 | \$16,440 |
| Emergency Preparedness Plan | | \$8,160 | \$8,160 | \$9,320 |
| Website Update (C-Spot) | | \$0 | \$0 | \$2,500 |
| Credit Card Processing Fees | | \$8,900 | \$8,900 | \$10,700 |
| CMO Support (% of Revenue Limit & Block Grant) | | \$2,303,892 | \$2,558,833 | \$2,765,222 |
| Teacher Support (% of Revenue Limit & Block Grant) | | \$874,562 | \$965,924 | \$1,064,177 |
| Data & Analytical Support (% of Revenue Limit & Block Grant) | | \$441,193 | \$486,981 | \$536,231 |
| District Oversight (% of Revenue Limit & Block Grant) | 1% | \$219,727 | \$242,598 | \$267,195 |
| 5900 Communications | | \$0 | \$0 | \$0 |
| Postage & Postage Meter Rental | | \$23,422 | \$23,422 | \$25,422 |
| Additional wireless | | \$13,380 | \$13,380 | \$13,380 |
| Cell Phone Service | | \$34,380 | \$34,380 | \$40,880 |
| Smart Voice and Internet | | \$181,140 | \$181,140 | \$197,140 |
| 6170 Site Improvements | | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | | \$0 | \$0 | \$15,000 |
| 7310 Indirect Costs | | (\$190,160) | (\$198,742) | (\$209,852) |
| 7438 Debt Service - Interest (TI/Playground) | | \$39,228 | \$40,794 | \$41,335 |
| 7439 Debt Service - Principal (TI/Playground) | | \$108,171 | \$110,079 | \$109,538 |
| 7438 Debt Service - Interest (Phone System) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (Phone System) | | \$0 | \$0 | \$0 |
| Total Resource 0000 - Unrestricted General Education | | \$19,942,359 | \$21,783,734 | \$23,307,042 |
| Resource 0020 - Unrestricted Fundraising | | | | |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| Total Resource 0020 - Unrestricted Fundraising | | \$0 | \$0 | \$0 |
| Resource 0500 - Fortune Athletic Department (including Drumline) | | | | |

| | | | |
|---|-------------|-------------|--------------|
| 2100 Classified Instructional Salaries | \$50,500 | \$50,500 | \$50,500 |
| 2300 Noncertificated Sup and Admin Salaries | \$153,346 | \$157,947 | \$162,685 |
| 2400 Clerical, Technical and Office Staff Salaries | \$2,500 | \$2,500 | \$2,500 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$18,185 | \$18,609 | \$19,046 |
| 3402 Health and Welfare, classified positions | \$39,825 | \$41,418 | \$43,075 |
| 3602 Workers' Compensation, classified positions | \$2,167 | \$2,215 | \$2,265 |
| 4300 Materials and Supplies | \$0 | \$0 | \$0 |
| Equipment: Basketball | \$1,500 | \$1,500 | \$1,500 |
| Equipment: Cheer | \$500 | \$500 | \$500 |
| Equipment: Track | \$3,000 | \$3,000 | \$3,000 |
| Equipment: Volleyball | \$500 | \$4,000 | \$4,000 |
| Equipment: Soccer | \$3,000 | \$1,500 | \$1,500 |
| Uniforms: Basketball | \$7,500 | \$5,000 | \$5,000 |
| Uniforms: Cheer | \$800 | \$2,000 | \$2,000 |
| Uniforms: Track | \$5,000 | \$5,000 | \$5,000 |
| Uniforms: Volleyball | \$1,000 | \$5,000 | \$5,000 |
| Uniforms: Soccer | \$1,500 | \$1,500 | \$1,500 |
| Advertising & Promotional Materials | \$5,000 | \$7,500 | \$7,500 |
| Administrative | \$600 | \$600 | \$600 |
| Drumline | \$5,000 | \$5,000 | \$5,000 |
| 4400 | \$0 | \$0 | \$0 |
| Technology | \$0 | \$0 | \$0 |
| Non Capital Equipment (includes mascot costume) | \$0 | \$0 | \$0 |
| 5200 Travel and Conference | \$0 | \$0 | \$0 |
| 5300 Dues and Memberships | \$0 | \$0 | \$0 |
| CIF License/ Registration Fees | \$4,000 | \$4,500 | \$4,500 |
| 5400 Insurance | \$2,000 | \$2,000 | \$2,000 |
| 5500 Operations and Housekeeping | \$0 | \$0 | \$0 |
| Utilities (per square foot per mo.) | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | | |
| Gym Rentals | \$0 | \$0 | \$0 |
| Instruments | \$5,000 | \$5,000 | \$5,000 |
| 5710 Charge for Athletics and Drumline | (\$344,523) | (\$338,889) | (\$345,770) |
| 5800 Professional/Consulting Services | \$0 | \$0 | \$0 |
| Transportation | \$0 | \$0 | \$0 |
| Team Photos | \$2,000 | \$2,000 | \$2,000 |
| Website Development | \$0 | \$0 | \$0 |
| Coach Background Checks | \$200 | \$200 | \$200 |
| Officials | \$7,000 | \$7,000 | \$7,000 |
| Tournament Fees | \$0 | \$0 | \$0 |
| Other services and expenses | \$1,000 | \$1,000 | \$1,000 |
| Drumline Transportation | \$1,000 | \$1,000 | \$1,000 |
| 5900 Communications | \$0 | \$0 | \$0 |
| Cell Phone Service | \$900 | \$900 | \$900 |
| 6400 Furniture & Equipment | \$20,000 | \$0 | \$0 |
| Total Resource 0500 - Athletic Department | \$0 | \$0 | (\$0) |
| Resource 1100 - Lottery: Unrestricted | | | |
| 4300 Materials and Supplies | \$0 | \$0 | \$0 |
| Food and SWAG for parent academies and convention | \$0 | \$0 | \$0 |
| Food for Meetings | \$9,850 | \$10,100 | \$10,600 |
| Yoga Mats/Books | \$8,250 | \$8,500 | \$9,000 |
| Headphones for Chromebooks | \$1,200 | \$1,200 | \$1,200 |
| Food/Materials for Relay Seminars | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$21,500 | \$23,500 | \$26,500 |
| 5800 Student Field Trips | \$131,500 | \$133,500 | \$155,500 |

| | | | | |
|---|--------|--------------------|--------------------|--------------------|
| 5800 Cal Poly 5th Grade Trip | | \$36,000 | \$48,000 | \$54,000 |
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| Total Resource 1100 - Lottery: Unrestricted | | \$208,300 | \$224,800 | \$256,800 |
| Resource 1400 - EPA Funds | | | | |
| 1100 Certificated Teachers' Salaries | | \$1,806,431 | \$1,858,077 | \$2,021,427 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$146,037 | \$152,485 | \$162,962 |
| 3401 Health and Welfare, certificated positions | | \$307,501 | \$325,198 | \$362,478 |
| 3601 Workers' Compensation, certificated positions | | \$18,968 | \$19,510 | \$21,225 |
| 4100 Approved Textbooks and Core Curricula Materials | | (\$353,714) | (\$285,170) | (\$354,086) |
| Total Resource 1400 - EPA Funds | | \$1,925,222 | \$2,070,100 | \$2,214,006 |
| Resource 3010 - Title I Part A | | | | |
| 1100 Certificated Teachers' Salaries | | \$273,289 | \$279,871 | \$320,978 |
| 1130 Certificated Teachers' Salaries - subs | | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | | \$0 | \$0 | \$0 |
| 2300 Certificated Supervisors' and Administrators' Salaries | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$68,106 | \$70,095 | \$72,144 |
| 2900 Other Classified Salaries | | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$20,907 | \$21,410 | \$24,555 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$5,210 | \$5,362 | \$5,519 |
| 3401 Health and Welfare, certificated positions | | \$8,157 | \$8,484 | \$8,823 |
| 3402 Health and Welfare, classified positions | | \$4,440 | \$4,618 | \$4,803 |
| 3601 Workers' Compensation, certificated positions | | \$2,870 | \$2,939 | \$3,370 |
| 3602 Workers' Compensation, classified positions | | \$715 | \$736 | \$758 |
| 4300 Materials and Supplies | | \$33,600 | \$33,600 | \$36,100 |
| 4100 Approved Textbooks and Core Curricula Materials | | \$25,439 | \$25,439 | \$26,345 |
| 4200 Books and Other Reference Materials | | \$9,887 | \$9,887 | \$13,078 |
| 5200 Travel and Conferences | | \$0 | \$0 | \$0 |
| 5300 Dues and Subscriptions | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | \$29,000 | \$29,000 | \$32,000 |
| 5900 Communications | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| Tuition | | \$0 | \$0 | \$0 |
| Contracted Services | | \$875 | \$875 | \$1,000 |
| Contracted Substitutes | | \$125 | \$125 | \$125 |
| Bus Passes | | \$2,000 | \$2,000 | \$2,250 |
| Printing | | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 15.00% | \$72,693 | \$74,166 | \$82,777 |
| Total Resource 3010 - Title I Part A | | \$557,313 | \$568,607 | \$634,624 |
| Resource 3310 - Special Ed: IDEA | | | | |
| 2100 Classified Instructional Salaries | | \$29,642 | \$30,509 | \$31,403 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$2,268 | \$2,334 | \$2,402 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$311 | \$320 | \$330 |
| 5800 Consulting Services | | \$192,780 | \$221,717 | \$232,770 |
| 7310 Indirect Costs | 5.00% | \$11,250 | \$12,744 | \$13,345 |
| Total Resource 3310 - Special Ed: IDEA | | \$236,250 | \$267,625 | \$280,250 |
| Resource 4035 - Title II | | | | |
| 1300 Certificated Supervisors' and Administrators' Salaries | | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$0 | \$0 | \$0 |
| 5201 Event Registration | | \$23,400 | \$23,400 | \$27,000 |

| | | | | |
|---------------------------------------|-------|-----------------|-----------------|-----------------|
| 5602 Temporary Rentals | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$20,800 | \$20,800 | \$24,000 |
| 5801 Software Licenses | | \$9,620 | \$9,620 | \$10,660 |
| 5810 Catering | | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 5.00% | \$2,691 | \$2,691 | \$3,083 |
| Total Resource 4035 - Title II | | \$56,511 | \$56,511 | \$64,743 |

Resource 4610 Public Charter School Grants

| | | | | |
|---|--|------------------|------------------|------------------|
| 1100 Certificated Teachers' Salaries | | \$0 | \$0 | \$0 |
| 2300 Certificated Supervisors' and Administrators' Salaries | | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | | \$166,860 | \$171,866 | \$177,022 |
| 2100 Classified Instructional Salaries | | \$26,055 | \$26,815 | \$27,598 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$19,439 | \$20,022 | \$20,623 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$1,993 | \$2,051 | \$2,111 |
| 3401 Health and Welfare, certificated positions | | \$28,326 | \$29,460 | \$30,638 |
| 3402 Health and Welfare, classified positions | | \$2,220 | \$2,309 | \$2,401 |
| 3601 Workers' Compensation, certificated positions | | \$1,752 | \$1,805 | \$1,859 |
| 3602 Workers' Compensation, classified positions | | \$274 | \$282 | \$290 |
| 4100 Approved Textbooks and Core Curricula Materials | | \$35,000 | \$35,000 | \$80,000 |
| 4200 Books and Other Reference Materials | | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| Case-It Binders with Logo - binder cost | | \$2,500 | \$0 | \$4,000 |
| PE Athletics/Science and Music Supplies | | \$5,000 | \$0 | \$15,000 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| Technology | | \$60,000 | \$15,000 | \$75,000 |
| Furniture | | \$130,000 | \$40,000 | \$190,000 |
| 5300 Dues and Subscriptions (AVID) | | \$9,118 | \$0 | \$0 |
| 5800 Professional/Consulting Services | | \$0 | \$0 | \$0 |
| Cal Poly Curriculum Development | | \$0 | \$0 | \$0 |
| Leadership Elective Programming | | \$0 | \$0 | \$0 |
| Transportation | | \$0 | \$0 | \$0 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | \$0 | \$0 | \$0 |
| Case-It Binders with Logo for MS and HS students & printing | | \$12,000 | \$12,000 | \$27,000 |
| U-Can College Admittance Program | | \$0 | \$0 | \$0 |
| CRC Per Semester Student Fees | | \$470 | \$0 | \$0 |
| Emergency Preparedness Plan | | \$0 | \$0 | \$2,500 |
| Legal and Appraisal Expenses | | \$0 | \$0 | \$0 |
| Relay Graduate School Tuition | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$0 | \$0 | \$0 |
| 5710 Charge for Athletics | | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | | \$25,000 | \$0 | \$0 |
| Total Resource 4610 Public Charter School Grants | | \$526,007 | \$356,609 | \$656,041 |

Resource 5310 Child Nutrition Program

| | | | | |
|---|-------|-----------|-------------|-------------|
| 2200 Noncertificated Support Salaries | | \$184,494 | \$189,501 | \$195,030 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$15,891 | \$16,326 | \$16,802 |
| 3402 Health and Welfare, classified positions | | \$14,526 | \$15,835 | \$16,468 |
| 3602 Workers' Compensation, classified positions | | \$1,937 | \$1,990 | \$2,048 |
| 4300 Materials and Supplies | | \$7,750 | \$7,750 | \$8,750 |
| 4400 Non-capitalized equipment | | \$2,800 | \$2,800 | \$3,300 |
| 4700 Food | | \$958,803 | \$1,028,752 | \$1,075,869 |
| 5600 Rentals, Leases, Repairs | | \$4,500 | \$4,500 | \$5,000 |
| 5800 Professional Consulting Services | | \$7,836 | \$7,836 | \$8,313 |
| 7310 Indirect Costs | 5.00% | \$59,927 | \$63,765 | \$66,579 |
| 7438 Debt Service - Interest | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | | \$0 | \$0 | \$0 |

| | | | |
|--|---------------------|---------------------|---------------------|
| Total Resource 5310 Child Nutrition Program | \$1,258,464 | \$1,339,055 | \$1,398,160 |
| Resource 5320 Supper Program | | | |
| 2200 Noncertificated Support Salaries | \$30,879 | \$31,773 | \$37,314 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$2,793 | \$2,874 | \$3,310 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$324 | \$334 | \$392 |
| 4300 Materials and Supplies | \$4,500 | \$4,500 | \$5,500 |
| 4700 Food | \$505,532 | \$541,525 | \$565,949 |
| 5800 Charge for Program Technician | \$68,288 | \$70,974 | \$73,034 |
| 7310 Indirect Costs | 5.00% \$26,125 | \$27,712 | \$29,294 |
| | <u>\$638,440</u> | <u>\$679,691</u> | <u>\$714,793</u> |
| Resource 6300 Lottery | | | |
| 4100 Approved Textbooks and Core Curricula Materials (Lottery) | \$16,133 | \$18,057 | \$20,653 |
| 5800 Printing and Reproduction - Curriculum Materials | \$84,246 | \$80,287 | \$84,991 |
| Total Resource 6300 Lottery | <u>\$100,379</u> | <u>\$98,344</u> | <u>\$105,644</u> |
| Resource 6500 - Special Ed | | | |
| 1100 Certificated Salaries | \$400,841 | \$411,238 | \$449,079 |
| 1130 Certificated Teachers' Salaries - subs | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | \$144,564 | \$148,788 | \$153,138 |
| 3301 OASDI/Medicare/Alternative | \$34,506 | \$35,352 | \$38,298 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$11,059 | \$11,382 | \$11,715 |
| 3401 Health and Welfare | \$76,275 | \$79,998 | \$87,516 |
| 3402 Health and Welfare, classified positions | \$9,777 | \$10,249 | \$10,746 |
| 3601 Workers' Compensation | \$4,209 | \$4,318 | \$4,715 |
| 3602 Workers' Compensation, classified positions | \$1,518 | \$1,562 | \$1,608 |
| 4200 Books and Other Reference Materials | \$13,750 | \$13,750 | \$16,000 |
| 4300 Materials and Supplies | \$14,250 | \$14,250 | \$16,000 |
| 4400 Non-capitalized equipment | \$800 | \$800 | \$800 |
| 5100 Subagreements for Services | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$12,500 | \$12,500 | \$14,000 |
| 5710 Transfer of Direct Costs | \$0 | \$0 | \$0 |
| 5800 Consulting Services | (\$192,780) | (\$221,717) | (\$232,770) |
| 5800 Charge for Program Specialist | \$815,844 | \$842,781 | \$869,381 |
| 7310 Indirect Costs | 5.00% \$67,356 | \$68,263 | \$72,011 |
| Total Resource 6500 - Special Ed | <u>\$1,414,469</u> | <u>\$1,433,514</u> | <u>\$1,512,238</u> |
| Resource 6512 Mental Health | | | |
| 2100 Classified Instructional Salaries | \$451,113 | \$464,288 | \$503,728 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$34,510 | \$35,518 | \$38,535 |
| 3402 Health and Welfare, classified positions | \$19,701 | \$20,489 | \$24,906 |
| 3602 Workers' Compensation, classified positions | \$4,737 | \$4,875 | \$5,289 |
| 5100 Subagreements for Services | \$0 | \$0 | \$0 |
| 5710 Transfer of Direct Costs | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | 5.00% \$25,503 | \$26,259 | \$28,623 |
| Total Resource 6512 Mental Health | <u>\$535,564</u> | <u>\$551,429</u> | <u>\$601,082</u> |
| Total Expenses | \$27,399,277 | \$29,430,018 | \$31,745,423 |
| Excess of Revenue over Expenditures | \$1,910,685 | \$2,543,470 | \$3,507,247 |
| Unrestricted Beginning Fund Balance | \$0 | \$0 | \$0 |
| Restricted Beginning Fund Balance | \$0 | \$0 | \$0 |

| | | | | |
|---|----|--------------------|--------------------|---------------------|
| Beginning Fund Balance | | <u>\$3,851,170</u> | <u>\$5,761,856</u> | <u>\$8,305,326</u> |
| Projected Ending Fund Balance | | <u>\$5,761,856</u> | <u>\$8,305,326</u> | <u>\$11,812,573</u> |
| Reserved for Economic Uncertainty* | 5% | \$990,179 | \$1,049,698 | \$1,104,494 |
| Reserved for Fundraising | | \$0 | \$0 | \$0 |
| Undesignated | | <u>\$5,257,391</u> | <u>\$7,191,553</u> | <u>\$9,975,570</u> |
| Projected Ending Fund Balance | | <u>\$6,247,571</u> | <u>\$8,241,251</u> | <u>\$11,080,064</u> |
| Contribution to (from) Unrestricted for Food Service | | (\$61,893) | (\$46,672) | (\$54,877) |
| Contribution to (from) Unrestricted for Special Education | | (\$203,896) | (\$93,013) | (\$34,197) |

* - Per MOU, based on 5% of LCCF

Charter School Assumptions
Budget Assumptions Page

| | 2021-22 | 2022-23 | 2023-24 |
|---|-------------|-------------|-------------|
| COLA | 1.50% | 2.98% | 3.05% |
| (Deficit) Restoral Factor | 2.34% | 0.00% | 0.00% |
| LCFF Entitlement-HBCP | \$11,424 | \$11,676 | \$11,949 |
| LCFF "Blended" Entitlement-FS | \$11,097 | \$11,395 | \$11,735 |
| EPA Entitlement - HBCP | \$372,470 | \$372,470 | \$394,955 |
| EPA Entitlement - FS | \$1,925,222 | \$2,070,100 | \$2,214,006 |
| Lottery "Base" | \$150.00 | \$150.00 | \$150.00 |
| Lottery "Instructional Materials" | \$49.00 | \$49.00 | \$49.00 |
| "In-Lieu" Taxes per ADA-HBCP only | \$587.52 | \$598.11 | \$598.11 |
| Mandate Block Grant K-8 | \$17.11 | \$17.33 | \$17.61 |
| Mandate Block Grant 9-12 | \$46.87 | \$46.87 | \$46.87 |
| SB740 | \$1,229 | \$1,266 | \$1,305 |
| One-Time per ADA Grants | \$0.00 | \$0.00 | \$0.00 |
| <u>El Dorado County Charter SELPA</u> | | | |
| Special Ed-State Funding | \$634.00 | \$653.00 | \$673.00 |
| Mental Health - Level 1 | \$0.00 | \$0.00 | \$0.00 |
| Mental Health - Level 2 | \$2,400.00 | \$2,400.00 | \$2,400.00 |
| Special Ed-Federal Funding | \$125.00 | \$125.00 | \$125.00 |
| <u>Association Dues</u> | | | |
| CSDC (\$X per student/\$500 minimum) | \$3.00 | \$3.00 | \$3.00 |
| CCSA (\$X per student) | \$10.00 | \$10.00 | \$10.00 |
| <u>Licenses</u> | | | |
| Illuminate Gradebook and Assessments/student | \$6.78 | \$7.17 | \$7.17 |
| Aeries SIS per student (license & hosting) | \$10.00 | \$10.00 | \$10.00 |
| Parent Square | \$5.00 | \$5.00 | \$5.00 |
| MAP (NWEA) | \$12.50 | \$12.50 | \$12.50 |
| <u>Fortune School of Education CMO</u> | | | |
| Program Administration | 12.00% | 12.00% | 12.00% |
| Teacher Support | 4.00% | 4.00% | 4.00% |
| Data & Analytical Support | 2.00% | 2.00% | 2.00% |
| Authorizer Oversight Fee | 1.00% | 1.00% | 1.00% |
| Title 1 Admin | 15.00% | 15.00% | 15.00% |
| Charter Approved Indirect Cost Rate | 5.00% | 5.00% | 5.00% |

| LCFF Calculator Universal Assumptions | | | | | | |
|---|----------------------|----------------------|----------------------|----------------------|--------------|--|
| Fortune (136275) - Second Interim | | | 2/5/2021 | | | |
| Summary of Funding | | | | | | |
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | |
| Target Components: | | | | | | |
| COLA & Augmentation | 0.00% | 3.84% | 2.98% | 3.05% | 0.00% | |
| Base Grant Proration Factor | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Add-on, ERT & MSA Proration Factor | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Base Grant | 14,309,816 | 16,353,290 | 18,150,012 | 20,036,732 | - | |
| Grade Span Adjustment | 779,202 | 909,728 | 955,013 | 1,003,060 | - | |
| Supplemental Grant | 2,400,663 | 2,702,008 | 2,973,888 | 3,275,895 | - | |
| Concentration Grant | 1,852,177 | 2,007,689 | 2,180,839 | 2,403,797 | - | |
| Add-ons | - | - | - | - | - | |
| Total Target | 19,341,858 | 21,972,715 | 24,259,752 | 26,719,484 | - | |
| Transition Components: | | | | | | |
| Target | \$ 19,341,858 | \$ 21,972,715 | \$ 24,259,752 | \$ 26,719,484 | \$ - | |
| Funded Based on Target Formula (PY P-2) | TRUE | TRUE | TRUE | TRUE | TRUE | |
| Floor | 18,910,676 | 20,767,131 | 22,329,910 | 23,882,200 | - | |
| <i>Remaining Need after Gap (informational only)</i> | | | | | | |
| Gap % | 100% | 100% | 100% | 100% | 100% | |
| Current Year Gap Funding | - | - | - | - | - | |
| Miscellaneous Adjustments | - | - | - | - | - | |
| Economic Recovery Target | - | - | - | - | - | |
| Additional State Aid | - | - | - | - | - | |
| Total LCFF Entitlement | \$ 19,341,858 | \$ 21,972,715 | \$ 24,259,752 | \$ 26,719,484 | \$ - | |
| Components of LCFF By Object Code | | | | | | |
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | |
| 8011 - State Aid | \$ 15,976,533 | \$ 20,047,493 | \$ 22,189,652 | \$ 24,505,478 | \$ - | |
| 8011 - Fair Share | - | - | - | - | - | |
| 8311 & 8590 - Categoricals | - | - | - | - | - | |
| EPA (for LCFF Calculation purposes) | 3,365,325 | 1,925,222 | 2,070,100 | 2,214,006 | - | |
| <i>Local Revenue Sources:</i> | | | | | | |
| 8021 to 8089 - Property Taxes | - | - | - | - | - | |
| 8096 - In-Lieu of Property Taxes | - | - | - | - | - | |
| Property Taxes net of in-lieu | - | - | - | - | - | |
| TOTAL FUNDING | \$ 19,341,858 | \$ 21,972,715 | \$ 24,259,752 | \$ 26,719,484 | \$ - | |
| Basic Aid Status | - | - | - | \$ - | \$ - | |
| Less: Excess Taxes | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Less: EPA in Excess to LCFF Funding | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Total Phase-In Entitlement | \$ 19,341,858 | \$ 21,972,715 | \$ 24,259,752 | \$ 26,719,484 | \$ - | |
| EPA Details | | | | | | |
| % of Adjusted Revenue Limit - Annual | 36.47280930% | 19.00000000% | 19.00000000% | 19.00000000% | 19.00000000% | |
| % of Adjusted Revenue Limit - P-2 | 36.47280930% | 19.00000000% | 19.00000000% | 19.00000000% | 19.00000000% | |
| EPA (for LCFF Calculation purposes) | \$ 3,365,325 | \$ 1,925,222 | \$ 2,070,100 | \$ 2,214,006 | \$ - | |
| 8012 - EPA, Current Year Receipt (P-2 plus Current Year Accrual) | 3,365,325 | 1,925,222 | 2,070,100 | 2,214,006 | - | |
| 8019 - EPA, Prior Year Adjustment (P-A less Prior Year Accrual) | - | - | - | - | - | |
| Accrual (from Assumptions) | - | - | - | - | - | |

| LCFF Calculator Universal Assumptions | | | | | |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| Fortune (136275) - Second Interim | | | 2/5/2021 | | |
| Summary of Student Population | | | | | |
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Unduplicated Pupil Population | | | | | |
| Enrollment | 1,890 | 2,141 | 2,302 | 2,464 | - |
| COE Enrollment | - | - | - | - | - |
| <i>Total Enrollment</i> | <i>1,890</i> | <i>2,141</i> | <i>2,302</i> | <i>2,464</i> | <i>-</i> |
| Unduplicated Pupil Count | 1,470 | 1,667 | 1,792 | 1,918 | - |
| COE Unduplicated Pupil Count | - | - | - | - | - |
| <i>Total Unduplicated Pupil Count</i> | <i>1,470</i> | <i>1,667</i> | <i>1,792</i> | <i>1,918</i> | <i>-</i> |
| Rolling %, Supplemental Grant | 79.5500% | 78.2600% | 77.8300% | 77.8500% | 0.0000% |
| Rolling %, Concentration Grant | 79.5500% | 78.2600% | 77.8300% | 77.8500% | 0.0000% |
| FUNDED ADA | | | | | |
| Adjusted Base Grant ADA | <i>Current Year</i> | <i>Current Year</i> | <i>Current Year</i> | <i>Current Year</i> | <i>Current Year</i> |
| Grades TK-3 | 920.00 | 1,028.00 | 1,037.00 | 1,051.00 | - |
| Grades 4-6 | 460.00 | 470.00 | 568.00 | 605.00 | - |
| Grades 7-8 | 249.00 | 266.00 | 268.00 | 340.00 | - |
| Grades 9-12 | 174.00 | 216.00 | 256.00 | 281.00 | - |
| Total Adjusted Base Grant ADA | 1,803.00 | 1,980.00 | 2,129.00 | 2,277.00 | - |
| Necessary Small School ADA | <i>Current year</i> | <i>Current year</i> | <i>Current year</i> | <i>Current year</i> | <i>Current year</i> |
| Grades TK-3 | - | - | - | - | - |
| Grades 4-6 | - | - | - | - | - |
| Grades 7-8 | - | - | - | - | - |
| Grades 9-12 | - | - | - | - | - |
| Total Necessary Small School ADA | - | - | - | - | - |
| Total Funded ADA | 1803.00 | 1980.00 | 2129.00 | 2277.00 | 0.00 |
| ACTUAL ADA (Current Year Only) | | | | | |
| Grades TK-3 | 920.00 | 1,028.00 | 1,037.00 | 1,051.00 | - |
| Grades 4-6 | 460.00 | 470.00 | 568.00 | 605.00 | - |
| Grades 7-8 | 249.00 | 266.00 | 268.00 | 340.00 | - |
| Grades 9-12 | 174.00 | 216.00 | 256.00 | 281.00 | - |
| Total Actual ADA | 1,803.00 | 1,980.00 | 2,129.00 | 2,277.00 | - |
| <i>Funded Difference (Funded ADA less Actual ADA)</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> | <i>-</i> |

| LCAP Percentage to Increase or Improve Services | | | | | |
|--|--------------|--------------|--------------|--------------|---------|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Current year estimated supplemental and concentr | \$ 4,252,840 | \$ 4,709,697 | \$ 5,154,727 | \$ 5,679,692 | \$ - |
| Current year Percentage to Increase or Improve Se | 28.19% | 27.28% | 26.98% | 27.00% | 0.00% |

Fortune School
Student Demographics

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------|---------------|---------------|------------|---------------|--------------------|
| Number of Classes: | | | | | |
| TK | 1 | 0 | 0 | 0 | 0 |
| K-3 | 7 | 9 | 10 | 9 | 9 |
| 4-6 | 3 | 2 | 3 | 4 | 4 |
| 7-8 | 0 | 0 | 0 | 0 | 0 |
| | 11 | 11 | 13 | 13 | 13 |
| ADA Rate | 96.7% | 95.51% | 95% | 95% | 95% |
| Unduplicated Count | 79.48% | 77.88% | 77.88% | 77.88% | 77.88% |
| PY P-2 ADA | 234.77 | 237.89 | 289 | 294 | 294 |
| Projected PY Annual ADA (97%) | 231.59 | 237.89 | 280 | 285 | 285 |
| PY Annual ADA for Lottery (1.0446) | 242 | 248 | 293 | 298 | 298 |
| <hr/> | | | | | |
| <u>2019-20</u> | <u>K-3</u> | <u>4-6</u> | <u>7-8</u> | <u>Total</u> | |
| Enrollment | 187 | 58 | 0 | 245 | Fall Census |
| ADA | 181.72 | 56.17 | 0 | 237.89 | |
| Unduplicated Count | | | | 195 | |
| <hr/> | | | | | |
| <u>2020-21</u> | <u>K-3</u> | <u>4-6</u> | <u>7-8</u> | <u>Total</u> | |
| Enrollment | 236 | 67 | 0 | 303 | Fall Census |
| ADA | 225 | 64 | 0 | 289 | |
| Unduplicated Count | | | | 235 | |
| <hr/> | | | | | |
| <u>2021-22</u> | <u>K-3</u> | <u>4-6</u> | <u>7-8</u> | <u>Total</u> | |
| Enrollment | 231 | 79 | 0 | 310 | |
| ADA | 219 | 75 | 0 | 294 | |
| Unduplicated Count | | | | 241 | |
| <hr/> | | | | | |
| <u>2022-23</u> | <u>K-3</u> | <u>4-6</u> | <u>7-8</u> | <u>Total</u> | |
| Enrollment | 220 | 90 | 0 | 310 | |
| ADA | 209 | 86 | 0 | 295 | |
| Unduplicated Count | | | | 241 | |
| <hr/> | | | | | |
| <u>2023-24</u> | <u>K-3</u> | <u>4-6</u> | <u>7-8</u> | <u>Total</u> | |
| Enrollment | 218 | 92 | 0 | 310 | |
| ADA | 207 | 87 | 0 | 294 | |
| Unduplicated Count | | | | 241 | |

FY 2022 - FY 2024 Charter Renewal Budget
Fortune School
Rolls up to Fund 05

| | | 2021-22 | 2022-23 | 2023-24 |
|---|----------|--------------------|--------------------|--------------------|
| Funded ADA | | 294 | 295 | 294 |
| LCFF Entitlement | \$11,097 | \$3,236,298 | \$3,326,136 | \$3,415,016 |
| 8096 Transfers to Charter Schools in Lieu of Property Taxes | | \$0 | \$0 | \$0 |
| 8012 Education Protection Act Funds | | \$283,560 | \$283,821 | \$282,972 |
| 8011 LCFF - State Aid | | <u>\$2,952,737</u> | <u>\$3,042,315</u> | <u>\$3,132,044</u> |
| Total Local Control Funding Formula Sources | | \$3,236,298 | \$3,326,136 | \$3,415,016 |
| Federal Revenues | | | | |
| 8181 Special Education Entitlement | \$125.00 | \$37,875 | \$38,750 | \$38,750 |
| 8182 Special Education Discretionary Grants - Mental Health | | \$0 | \$0 | \$0 |
| 8220 Child Nutrition Programs | | \$190,024 | \$190,670 | \$190,024 |
| 8220 Child and Adult Care Food Program | | \$113,950 | \$114,338 | \$113,950 |
| 8290 Title I /Title IV | | \$82,392 | \$84,401 | \$86,472 |
| 8290 Title II | | \$15,782 | \$15,782 | \$15,782 |
| 8290 Other Federal Revenue | | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| Total Federal Revenues | | \$440,022 | \$443,940 | \$444,977 |
| Other State Revenues | | | | |
| 8520 Child Nutrition Programs | | \$16,081 | \$16,136 | \$16,081 |
| 8520 Child and Adult Care Food Program | | \$7,936 | \$7,963 | \$7,936 |
| 8520 School Breakfast Program Expansion Grant | | \$0 | \$0 | \$0 |
| 8560 State Lottery | \$150.00 | \$43,925 | \$44,700 | \$44,700 |
| 8560 State Lottery -PY | | \$0 | \$0 | \$0 |
| 8560 State Lottery - Restricted | \$49.00 | \$14,349 | \$14,602 | \$14,602 |
| 8560 State Lottery - Restricted-PY | | \$0 | \$0 | \$0 |
| 8590 SB740 Facilities Reimbursement | | \$241,478 | \$267,467 | \$286,066 |
| 8590 SB740 Facilities Reimbursement - PY Adjustment | | \$0 | \$0 | \$0 |
| 8590 Classified Employee PD Block Grant | | \$0 | \$0 | \$0 |
| 8590 SSID/STAR/CELDT Testing Reimbursements | | \$0 | \$0 | \$0 |
| 8590 State COVID-19 Funds GF | | \$0 | \$0 | \$0 |
| 8550 Mandate Block Grant | \$17.11 | \$4,945 | \$5,095 | \$5,177 |
| 8550 One-Time per ADA Grants | \$0.00 | \$0 | \$0 | \$0 |
| 8590 Mental Health per ADA | | \$2,400 | \$2,400 | \$2,400 |
| 8792 Special Education Entitlement | \$634.00 | <u>\$179,668</u> | <u>\$185,693</u> | <u>\$190,764</u> |
| Total State Revenues | | \$510,782 | \$544,056 | \$567,726 |
| Other Local Revenue | | | | |
| 8634 Food Service Sales | | \$4,858 | \$4,874 | \$4,858 |
| 8631 Sale of Equipment and Supplies | | \$0 | \$0 | \$0 |
| 8699 All other Local Revenue - Unrestricted Donations/Fundraising | | \$0 | \$0 | \$0 |
| 8699 All Other Local Revenue - Facility Use | | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| Total Local Revenue | | \$4,858 | \$4,874 | \$4,858 |
| Other Financing Sources | | | | |
| 8972 Proceeds From Capital Leases | | \$0 | \$0 | \$0 |
| 8979 Proceeds From TI Loans | | \$0 | \$0 | \$0 |
| 8980 Contribution to Athletic Department | | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| Total Financing Sources | | \$0 | \$0 | \$0 |
| Total Revenues and Other Financing Sources | | \$4,191,960 | \$4,319,007 | \$4,432,577 |

Resource 0000 - Unrestricted General Education

| | | | | | |
|------|--|---------|-----------|-----------|-----------|
| 1100 | Certificated Teachers' Salaries | | \$458,805 | \$472,569 | \$486,746 |
| 1130 | Certificated Teachers' Salaries - subs | | \$42,000 | \$42,000 | \$42,000 |
| 1300 | Certificated Supervisors' and Administrators' Salaries | | \$94,991 | \$97,692 | \$100,474 |
| 1900 | Other Certificated Salaries | | \$0 | \$0 | \$0 |
| 2100 | Classified Instructional Salaries | | \$61,783 | \$63,604 | \$65,480 |
| 2200 | Noncertificated Support Salaries | | \$96,236 | \$98,922 | \$101,688 |
| 2300 | Noncertificated Sup and Admin Salaries | | \$0 | \$0 | \$0 |
| 2400 | Clerical, Technical and Office Staff Salaries | | \$88,713 | \$91,374 | \$94,115 |
| 1200 | Certificated Pupil Support Salaries | | \$0 | \$0 | \$0 |
| 2900 | Other Classified Salaries | | \$109,464 | \$112,702 | \$116,038 |
| 3301 | OASDI/Medicare/Alternative, certificated positions | | \$53,429 | \$54,924 | \$56,464 |
| 3302 | OASDI/Medicare/Alternative, classified positions | | \$33,013 | \$33,980 | \$34,977 |
| 3401 | Health and Welfare, certificated positions | | \$94,122 | \$99,342 | \$93,711 |
| 3402 | Health and Welfare, classified positions | | \$79,644 | \$82,830 | \$86,143 |
| 3501 | State Unemployment Insurance, certificated | | \$11,000 | \$11,000 | \$11,000 |
| 3502 | State Unemployment Insurance, classified | | \$0 | \$0 | \$0 |
| 3601 | Workers' Compensation, certificated positions | | \$6,256 | \$6,429 | \$6,607 |
| 3602 | Workers' Compensation, classified positions | | \$3,740 | \$3,849 | \$3,962 |
| 4100 | Approved Textbooks and Core Curricula Materials (also see EPA) | | \$186,740 | \$199,418 | \$223,478 |
| 4200 | Books and Other Reference Materials | | \$0 | \$0 | \$0 |
| 4300 | Materials and Supplies | | | | |
| | Instructional (\$1,000 returning/\$1,500 new) - includes PE | | \$14,000 | \$14,000 | \$14,000 |
| | Recess/Incentives | | \$2,500 | \$2,500 | \$2,500 |
| | Case-It Binders with Logo for MS and HS students | | \$0 | \$0 | \$0 |
| | Other (Office/clerical) | | \$20,000 | \$20,000 | \$20,000 |
| | Custodial Supplies | | \$15,000 | \$15,000 | \$15,000 |
| | Bark Replacement - See Maintenance | | \$1,100 | \$1,100 | \$1,100 |
| | PE Uniforms | | \$0 | \$0 | \$0 |
| | Promotional Material | | \$0 | \$0 | \$0 |
| | Parent Academy Food and Materials | | \$1,500 | \$1,500 | \$1,500 |
| | Advocacy Day Food and SWAG | | \$1,800 | \$1,800 | \$1,800 |
| | Instructional- Science curriculum supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4400 | Non-capitalized equipment | | | | |
| | Technology | | \$10,000 | \$10,000 | \$10,000 |
| | Furniture | | \$2,000 | \$2,000 | \$2,000 |
| 5200 | Travel and Conferences - Parent Academy Presenters | | \$450 | \$450 | \$450 |
| 5300 | Dues and Memberships | | | | |
| | CSDC | \$3.00 | \$930 | \$930 | \$930 |
| | CCSA | \$10.00 | \$3,100 | \$3,100 | \$3,100 |
| | EdJoin | | \$100 | \$100 | \$100 |
| | Other Dues and Memberships | | \$0 | \$0 | \$0 |
| 5400 | Insurance | | \$17,000 | \$17,500 | \$17,500 |
| 5500 | Operations and Housekeeping | | | | |
| | Utilities (per square foot per mo.) | | \$30,809 | \$30,809 | \$30,809 |
| | Alarm Monitoring (Fire and Burglar) | | \$6,750 | \$6,750 | \$6,750 |
| | Pest Control | | \$2,340 | \$2,340 | \$2,340 |
| 5600 | Rentals, Leases, Repairs | | | | |
| | Facility Rent | | \$404,980 | \$420,198 | \$430,703 |
| | Repairs | | \$10,000 | \$10,000 | \$10,000 |
| | Facilities Maintenance | | \$5,500 | \$5,500 | \$5,500 |
| | Copier and Credit Card Terminal Lease | | \$27,000 | \$27,000 | \$27,000 |
| 5710 | Charge for Athletics | | \$12,453 | \$15,715 | \$13,603 |
| | Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 | Professional/Consulting Services | | | | |
| | BTSA Stipend | | \$0 | \$0 | \$0 |

| | | | | |
|--|---------|--------------------|--------------------|--------------------|
| Shredding Service (Cintas) | | \$720 | \$720 | \$720 |
| SAYS Elective | | \$0 | \$0 | \$0 |
| Contracted Sub Services | | \$0 | \$0 | \$0 |
| Cintas Uniforms | | \$10,000 | \$10,000 | \$10,000 |
| CRC Per Semester Fees | | \$0 | \$0 | \$0 |
| Landscape Maintenance | | \$0 | \$0 | \$0 |
| Other Services and Expense (includes finance charges) | | \$5,500 | \$5,500 | \$5,500 |
| Hearing and Vision Screening | | \$3,100 | \$3,100 | \$3,100 |
| Printing and Reproduction | | \$3,052 | \$3,062 | \$3,052 |
| Bottled Water | | \$1,420 | \$1,420 | \$1,420 |
| Fitness Classes - Women's Wellness Club | | \$500 | \$500 | \$500 |
| Legal Expenses | | \$1,500 | \$1,500 | \$1,500 |
| Annual Permits and Fees (Alarm) | | \$200 | \$200 | \$200 |
| Parent Square | \$5.00 | \$1,550 | \$1,550 | \$1,550 |
| Illuminate Licenses (Grading and Assessment) | \$6.78 | \$2,054 | \$2,223 | \$2,223 |
| Aeries License (SIS) | \$10.00 | \$3,030 | \$3,100 | \$3,100 |
| MAP Testing Fees | \$12.50 | \$3,875 | \$3,875 | \$3,875 |
| Edmentum Licenses/Moby Max | | \$4,235 | \$4,235 | \$4,235 |
| Student Persistence Incentive Trips | | \$0 | \$0 | \$0 |
| Leadership Elective Programming (U-Can) | | \$0 | \$0 | \$0 |
| Business Services (Audit) | | \$6,000 | \$6,000 | \$6,000 |
| Printing and Reproduction - Curriculum Materials | | \$15,000 | \$15,000 | \$15,000 |
| Unsecured Property Tax | | \$2,500 | \$2,500 | \$2,500 |
| IT Services | | \$44,000 | \$44,000 | \$44,000 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | \$3,000 | \$3,000 | \$3,000 |
| Embroider Binders with Logo for MS & HS students | | \$0 | \$0 | \$0 |
| Emergency Preparedness Plan Update | | \$1,500 | \$1,500 | \$1,500 |
| Website Update (META) | | \$0 | \$0 | \$0 |
| Credit Card Processing Fees | | \$1,300 | \$1,300 | \$1,300 |
| CMO Support (% of Revenue Limit & Block Grant) | 12.00% | \$388,356 | \$399,136 | \$409,802 |
| Teacher Support (% of Revenue Limit & Block Grant) | 4.00% | \$129,452 | \$133,045 | \$136,601 |
| Data & Analytical Support (% of Revenue Limit & Block Grant) | 2.00% | \$64,726 | \$66,523 | \$68,300 |
| District Oversight (% of Revenue Limit & Block Grant) | 1% | \$32,363 | \$33,261 | \$34,150 |
| 5900 Communications | | | | |
| Postage & Postage Meter Rental | | \$3,000 | \$3,000 | \$3,000 |
| Additional wireless /Internet (Comcast) | | \$3,000 | \$3,000 | \$3,000 |
| Cell Phone Service | | \$6,000 | \$6,000 | \$6,000 |
| Smart Voice and Internet | | \$24,000 | \$24,000 | \$24,000 |
| 6170 Site Improvements | | | | |
| | | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | | | | |
| | | \$0 | \$0 | \$0 |
| 6400 Furniture and Equipment | | | | |
| | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | | | | |
| | | (\$29,757) | (\$29,900) | (\$29,957) |
| 7438 Debt Service - Interest | | | | |
| | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | | | | |
| | | \$0 | \$0 | \$0 |
| 7438 Debt Service - Interest | | | | |
| | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | | | | |
| | | \$0 | \$0 | \$0 |
| Total Resource 0000 - Unrestricted General Education | | \$2,745,422 | \$2,832,279 | \$2,909,738 |
| Resource 0020 - Unrestricted Fundraising | | | | |
| 4300 Materials and Supplies | | | | |
| | | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | | | |
| | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | | | |
| | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | | | |
| | | \$0 | \$0 | \$0 |
| Total Resource 0020 - Unrestricted Fundraising | | \$0 | \$0 | \$0 |
| Resource 1100 - Lottery: Unrestricted | | | | |

| | | | |
|--|-----------------|-----------------|-----------------|
| 4300 Materials and Supplies | \$0 | \$0 | \$0 |
| Food and SWAG for parent academies and convention | \$0 | \$0 | \$0 |
| Food for Meetings | \$1,600 | \$1,600 | \$1,600 |
| Yoga Mats/Books | \$1,500 | \$1,500 | \$1,500 |
| Headphones for Chromebooks | \$100 | \$100 | \$100 |
| Food/Materials for Relay Seminars | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$4,000 | \$4,000 | \$4,000 |
| 5800 Student Field Lessons | \$16,000 | \$16,000 | \$16,000 |
| 5800 Cal Poly Field 5th Grade Trip | \$12,000 | \$12,000 | \$12,000 |
| 6200 Leasehold Improvements | \$0 | \$0 | \$0 |
| Total Resource 1100 - Lottery: Unrestricted | \$35,200 | \$35,200 | \$35,200 |

Resource 1400 - EPA Funds

| | | | |
|---|------------------|------------------|------------------|
| 1100 Certificated Teachers' Salaries | \$346,606 | \$357,004 | \$367,715 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$29,172 | \$30,047 | \$30,948 |
| 3401 Health and Welfare, certificated positions | \$45,232 | \$47,042 | \$58,529 |
| 3601 Workers' Compensation, certificated positions | \$3,639 | \$3,749 | \$3,861 |
| 4100 Approved Textbooks and Core Curricula Materials | (\$141,089) | (\$154,020) | (\$178,080) |
| Total Resource 1400 - EPA Funds | \$283,560 | \$283,821 | \$282,972 |

Resource 3010 - Title I Part A

| | | | |
|---|----------|-----------------|-----------------|
| 1100 Certificated Teachers' Salaries | \$38,694 | \$39,783 | \$40,904 |
| 1130 Certificated Teachers' Salaries - subs | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2300 Noncertificated Sup and Admin Salaries | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | \$12,184 | \$12,538 | \$12,904 |
| 2900 Other Classified Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$2,960 | \$3,043 | \$3,129 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$932 | \$959 | \$987 |
| 3401 Health and Welfare, certificated positions | \$4,440 | \$4,618 | \$4,803 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$406 | \$418 | \$429 |
| 3602 Workers' Compensation, classified positions | \$128 | \$132 | \$135 |
| 4300 Materials and Supplies | \$3,500 | \$3,500 | \$3,500 |
| 4100 Approved Textbooks and Core Curricula Materials | \$3,001 | \$3,001 | \$3,001 |
| 4200 Books and Other Reference Materials | \$2,025 | \$2,025 | \$2,025 |
| 5200 Travel and Conferences (Relay Graduate School & Navigator) | \$0 | \$0 | \$0 |
| 5300 Dues and Subscriptions | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | \$3,000 | \$3,000 | \$3,000 |
| 5900 Communications | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | | |
| Tuition | \$0 | \$0 | \$0 |
| Contracted Services | \$125 | \$125 | \$125 |
| Contracted Substitutes | \$0 | \$0 | \$0 |
| Bus Passes | \$250 | \$250 | \$250 |
| Printing | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 15.00% | \$10,747 | \$11,279 |
| Total Resource 3010 - Title I Part A | | \$82,392 | \$84,401 |

Resource 3310 - Special Ed: IDEA

| | | | |
|---|----------|----------|----------|
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$36,071 | \$36,905 | \$36,905 |
| 7310 Indirect Costs | 5.00% | \$1,804 | \$1,845 |

| | | | |
|--|------------------|------------------|------------------|
| Total Resource 3310 - Special Ed: IDEA | \$37,875 | \$38,750 | \$38,750 |
| Resource 4035 - Title II | | | |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5201 Event Registration | \$7,200 | \$7,200 | \$7,200 |
| 5602 Temporary Rentals | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$6,400 | \$6,400 | \$6,400 |
| 5801 Software Licenses | \$1,430 | \$1,430 | \$1,430 |
| 5810 Catering | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 5.00% \$752 | \$752 | \$752 |
| Total Resource 4035 - Title II | \$15,782 | \$15,782 | \$15,782 |
| Resource 5310 Child Nutrition Program | | | |
| 2200 Noncertificated Support Salaries | \$29,104 | \$29,950 | \$30,822 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$2,226 | \$2,291 | \$2,358 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$306 | \$314 | \$324 |
| 4300 Materials and Supplies | \$1,250 | \$1,250 | \$1,250 |
| 4400 Non-capitalized equipment | \$500 | \$500 | \$500 |
| 4700 Food | \$166,302 | \$166,868 | \$166,302 |
| 5600 Rentals, Leases, Repairs | \$750 | \$750 | \$750 |
| 5800 Professional Contracted Services | \$1,372 | \$1,372 | \$1,372 |
| 7310 Indirect Cost Rate | 5.00% \$10,091 | \$10,165 | \$10,184 |
| 7438 Debt Service - Interest | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | \$0 | \$0 | \$0 |
| Total Resource 5310 Child Nutrition Program | \$211,901 | \$213,460 | \$213,861 |
| Resource 5320 Supper Program | | | |
| 2200 Noncertificated Support Salaries | \$5,516 | \$5,676 | \$5,841 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$422 | \$434 | \$447 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$58 | \$60 | \$61 |
| 4300 Materials and Supplies | \$500 | \$500 | \$500 |
| 4700 Food | \$87,846 | \$88,145 | \$87,846 |
| 5750 Charge for Program Technician | \$10,140 | \$9,834 | \$9,430 |
| 7310 Indirect Cost Rate | 5.00% \$4,717 | \$4,741 | \$4,735 |
| | \$109,199 | \$109,390 | \$108,860 |
| Resource 6300 Lottery | | | |
| 4100 Approved Textbooks and Core Curricula Materials (Lottery) | (\$651) | (\$398) | (\$398) |
| 5800 Printing and Reproduction - Curriculum Materials | \$15,000 | \$15,000 | \$15,000 |
| Total Resource 6300 Lottery | \$14,349 | \$14,602 | \$14,602 |
| Resource 6500 - Special Ed | | | |
| 1100 Certificated Salaries | \$63,634 | \$65,543 | \$67,510 |
| 1130 Certificated Teachers' Salaries - subs | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative | \$4,868 | \$5,014 | \$5,164 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3401 Health and Welfare | \$9,628 | \$10,013 | \$10,414 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation | \$668 | \$688 | \$709 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |

| | | | | |
|---|-------|--------------------|--------------------|--------------------|
| 4200 Books and Other Reference Materials | | \$1,500 | \$1,500 | \$1,500 |
| 4300 Materials and Supplies | | \$2,000 | \$2,000 | \$2,000 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$1,500 | \$1,500 | \$1,500 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | (\$36,071) | (\$36,905) | (\$36,905) |
| 5750 Charge for Program Specialist | | \$121,140 | \$116,778 | \$112,252 |
| 7310 Indirect Costs | 5.00% | \$8,443 | \$8,307 | \$8,207 |
| Total Resource 6500 - Special Ed | | \$177,311 | \$174,439 | \$172,351 |
| | | | | |
| Resource 6512 Mental Health | | | | |
| 2100 Classified Instructional Salaries | | \$82,433 | \$84,843 | \$87,325 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$6,306 | \$6,490 | \$6,680 |
| 3402 Health and Welfare, classified positions | | \$4,440 | \$4,618 | \$4,803 |
| 3602 Workers' Compensation, classified positions | | \$866 | \$891 | \$917 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | 5.00% | \$4,702 | \$4,842 | \$4,986 |
| Total Resource 6512 Mental Health | | \$98,747 | \$101,684 | \$104,712 |
| | | | | |
| Total Expenses | | \$3,811,738 | \$3,903,809 | \$3,983,301 |
| | | | | |
| Excess of Revenue over Expenditures | | \$380,222 | \$415,198 | \$449,277 |
| | | | | |
| Unrestricted Beginning Fund Balance | | | | |
| Restricted Beginning Fund Balance | | | | |
| Beginning Fund Balance | | \$2,181,705 | \$2,561,927 | \$2,977,125 |
| | | | | |
| Projected Ending Fund Balance | | \$2,561,927 | \$2,977,125 | \$3,426,402 |
| | | | | |
| Reserved for Economic Uncertainty* | 5% | \$161,815 | \$166,307 | \$170,751 |
| | | | | |
| Reserved for Fundraising | | \$0 | \$0 | \$0 |
| | | | | |
| Undesignated | | \$2,400,112 | \$2,810,818 | \$3,255,651 |
| | | | | |
| Projected Ending Fund Balance | | \$2,561,927 | \$2,977,125 | \$3,426,402 |
| | | | | |
| Contribution to (from) Unrestricted for Food Service | | (5,282) | (4,960) | (4,572) |
| Contribution to (from) Unrestricted for Special Education | | (34,580) | (8,657) | 9,003 |

* - Per MOU, based on 5% of LCCF

Fortune School
Facilities Costs and Funding

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Square Feet Required | 21,395 | 21,395 | 21,395 | 21,395 | 21,395 |
| (square footage adj in Aug) | 21,395 | 21,395 | 21,395 | 21,395 | 21,395 |
| Rent per Square Foot | \$1.17 | \$1.29 | \$1.33 | \$1.60 | \$1.64 |
| Annual Lease Payments* | \$330,339 | \$340,302 | \$404,980 | \$420,198 | \$430,703 |
| Free Rent in Exchange for TI | \$0 | \$0 | \$0 | \$0 | \$0 |
| Pro-Rata Share per Non Exempt Sq Foot | \$0.25 | \$0.25 | \$0.00 | \$0.00 | \$0.00 |
| Pro-Rata Share per Exempt Sq Foot | \$0.25 | \$0.25 | \$0.00 | \$0.00 | \$0.00 |
| Common Area Maintenance | \$64,185 | \$64,185 | \$0 | \$0 | \$0 |
| Total Rent Expense | \$394,524 | \$404,487 | \$404,980 | \$420,198 | \$430,703 |
| Tenant Improvements | \$48,445 | \$0 | \$0 | \$0 | \$0 |
| Total Lease and TI Costs for SB740 | \$442,969 | \$404,487 | \$404,980 | \$420,198 | \$430,703 |
| Utilities @ .XX per square foot | \$0.12 | \$30,809 | \$30,809 | \$30,809 | \$30,809 |

William Lee College Prep
Student Demographics

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------|---------------|---------------|----------|------------|------------------------|
| Number of Classes: | | | | | |
| TK | 0 | 0 | 0 | 0 | 0 |
| K-3 | 8 | 9 | 8 | 8 | 8 |
| 4 - 5 | 2 | 2 | 4 | 4 | 4 |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| | 10 | 11 | 12 | 12 | 12 |
| ADA Rate | 92.87% | 95.51% | 93% | 93% | 93% |
| Unduplicated Count | 79.48% | 77.88% | 77.88% | 77.88% | 77.88% |
| PY P-2 ADA | 225.52 | 223.83 | 274 | 289 | 288 |
| Projected PY Annual ADA (97%) | 218.32 | 223.83 | 266 | 280 | 279 |
| PY Annual ADA for Lottery (1.0446) | 228 | 234 | 278 | 293 | 292 |
| <hr/> | | | | | |
| <u>2019-20</u> | <u>K-3</u> | <u>4-5</u> | <u>6</u> | <u>7-8</u> | <u>Total</u> |
| Enrollment | 177 | 64 | | | 241 Fall Census |
| ADA | 163.15 | 60.68 | | | 223.83 |
| Unduplicated Count | | | | | 192 |
| <hr/> | | | | | |
| <u>2020-21</u> | <u>K-3</u> | <u>4-5</u> | <u>6</u> | <u>7-8</u> | <u>Total</u> |
| Enrollment | 210 | 76 | | | 286 Fall Census |
| ADA | 201 | 73 | | | 274 |
| Unduplicated Count | | | | | 223 |
| <hr/> | | | | | |
| <u>2021-22</u> | <u>K-3</u> | <u>4-5</u> | <u>6</u> | <u>7-8</u> | <u>Total</u> |
| Enrollment | 220 | 90 | | | 310 |
| ADA | 205 | 84 | | | 289 |
| Unduplicated Count | | | | | 241 |
| <hr/> | | | | | |
| <u>2022-23</u> | <u>K-3</u> | <u>4-5</u> | <u>6</u> | <u>7-8</u> | <u>Total</u> |
| Enrollment | 214 | 96 | | | 310 |
| ADA | 199 | 89 | | | 288 |
| Unduplicated Count | | | | | 241 |
| <hr/> | | | | | |
| <u>2023-24</u> | <u>K-3</u> | <u>4-5</u> | <u>6</u> | <u>7-8</u> | <u>Total</u> |
| Enrollment | 212 | 98 | | | 310 |
| ADA | 197 | 91 | | | 288 |
| Unduplicated Count | | | | | 241 |

FY 2022 - FY 2024 Charter Renewal Budget
William Lee College Prep
Rolls Up to Fund 05

| | | 2021-22 | 2022-23 | 2023-24 |
|---|----------|--------------------|--------------------|--------------------|
| Funded ADA | | 289 | 288 | 288 |
| LCFF Entitlement | \$11,097 | \$3,171,946 | \$3,242,519 | \$3,339,785 |
| 8096 Transfers to Charter Schools in Lieu of Property Taxes | | \$0 | \$0 | \$0 |
| 8012 Education Protection Act Funds | | \$277,922 | \$276,686 | \$276,738 |
| 8011 LCFF - State Aid | | \$2,894,024 | \$2,965,833 | \$3,063,046 |
| Total Local Control Funding Formula Sources | | \$3,171,946 | \$3,242,519 | \$3,339,785 |
| Federal Revenues | | | | |
| 8181 Special Education Entitlement | \$125.00 | \$35,750 | \$38,750 | \$38,750 |
| 8182 Special Education Discretionary Grants - Mental Health | | \$0 | \$0 | \$0 |
| 8220 Child Nutrition Programs | | \$228,863 | \$228,071 | \$228,071 |
| 8220 Child and Adult Care Food Program | | \$130,955 | \$130,502 | \$130,502 |
| 8290 Title I /Title IV | | \$119,196 | \$122,197 | \$125,290 |
| 8290 Title II | | \$5,072 | \$5,072 | \$5,072 |
| 8290 Other Federal Revenue | | \$0 | \$0 | \$0 |
| Total Federal Revenues | | \$519,835 | \$524,591 | \$527,685 |
| Other State Revenues | | | | |
| 8520 Child Nutrition Programs | | \$19,381 | \$19,314 | \$19,314 |
| 8520 Child and Adult Care Food Program | | \$9,120 | \$9,089 | \$9,089 |
| 8520 School Breakfast Program Expansion Grant | | \$0 | \$0 | \$0 |
| 8560 State Lottery | \$150.00 | \$41,645 | \$43,925 | \$43,773 |
| 8560 State Lottery-PY | | \$0 | \$0 | \$0 |
| 8560 State Lottery - Restricted | \$49.00 | \$13,604 | \$14,349 | \$14,299 |
| 8560 State Lottery - Restricted-PY | | \$0 | \$0 | \$0 |
| 8590 SB740 Facilities Reimbursement | | \$174,937 | \$193,764 | \$207,238 |
| 8590 SB740 Facilities Reimbursement - PY Adjustment | | \$0 | \$0 | \$0 |
| 8590 Classified Employee PD Block Grant | | \$0 | \$0 | \$0 |
| 8590 SSID/STAR/CELDT Testing Reimbursements | | \$0 | \$0 | \$0 |
| 8590 State COVID-19 Funds GF | | \$0 | \$0 | \$0 |
| 8550 Mandate Block Grant | \$17.11 | \$4,688 | \$5,008 | \$5,072 |
| 8550 One-Time per ADA Grants | \$0.00 | \$0 | \$0 | \$0 |
| 8590 Mental Health per ADA | | \$4,800 | \$4,800 | \$4,800 |
| 8792 Special Education Entitlement | \$634.00 | \$176,657 | \$181,260 | \$186,847 |
| Total State Revenues | | \$444,832 | \$471,509 | \$490,431 |
| Other Local Revenue | | | | |
| 8634 Food Service Sales | | \$9,408 | \$9,376 | \$9,376 |
| 8631 Sale of Equipment and Supplies | | \$0 | \$0 | \$0 |
| 8699 All other Local Revenue - Unrestricted Donations/Fundraising | | \$0 | \$0 | \$0 |
| 8699 All Other Local Revenue - Facility Use | | \$0 | \$0 | \$0 |
| Total Local Revenue | | \$9,408 | \$9,376 | \$9,376 |
| Other Financing Sources | | | | |
| 8972 Proceeds From Capital Leases | | \$0 | \$0 | \$0 |
| 8979 Proceeds From TI Loans | | \$0 | \$0 | \$0 |
| 8980 Contribution to Athletic Department | | \$0 | \$0 | \$0 |
| Total Financing Sources | | \$0 | \$0 | \$0 |
| Total Revenues and Other Financing Sources | | \$4,146,022 | \$4,247,996 | \$4,367,276 |

Resource 0000 - Unrestricted General Education

| | | | | | |
|------|---|---------|-----------|-----------|-----------|
| 1100 | Certificated Teachers' Salaries | | \$452,102 | \$465,665 | \$479,635 |
| 1130 | Certificated Teachers' Salaries - subs | | \$39,000 | \$39,000 | \$39,000 |
| 1300 | Certificated Supervisors' and Administrators' Salaries | | \$108,301 | \$111,401 | \$114,595 |
| 1900 | Other Certificated Salaries | | \$0 | \$0 | \$0 |
| 2100 | Classified Instructional Salaries | | \$52,817 | \$54,380 | \$55,989 |
| 2200 | Noncertificated Support Salaries | | \$74,009 | \$76,042 | \$78,136 |
| 2300 | Noncertificated Sup and Admin Salaries | | \$0 | \$0 | \$0 |
| 2400 | Clerical, Technical and Office Staff Salaries | | \$80,633 | \$83,052 | \$85,544 |
| 1200 | Certificated Pupil Support Salaries | | \$0 | \$0 | \$0 |
| 2900 | Other Classified Salaries | | \$50,148 | \$51,618 | \$53,132 |
| 3301 | OASDI/Medicare/Alternative, certificated positions | | \$51,655 | \$50,842 | \$54,596 |
| 3302 | OASDI/Medicare/Alternative, classified positions | | \$22,932 | \$23,602 | \$24,291 |
| 3401 | Health and Welfare, certificated positions | | \$83,211 | \$82,279 | \$90,001 |
| 3402 | Health and Welfare, classified positions | | \$50,738 | \$52,768 | \$54,879 |
| 3501 | State Unemployment Insurance, certificated | | \$11,000 | \$11,000 | \$11,000 |
| 3502 | State Unemployment Insurance, classified | | \$0 | \$0 | \$0 |
| 3601 | Workers' Compensation, certificated positions | | \$6,294 | \$6,469 | \$6,649 |
| 3602 | Workers' Compensation, classified positions | | \$2,705 | \$2,783 | \$2,864 |
| 4100 | Approved Textbooks and Core Curricula Materials (also see EPA) | | \$132,526 | \$151,955 | \$157,422 |
| 4200 | Books and Other Reference Materials | | \$0 | \$0 | \$0 |
| 4300 | Materials and Supplies | | | | |
| | Instructional (\$1,000 returning/\$1,500 new classes) includes PE/Science | | \$13,000 | \$13,000 | \$13,000 |
| | Recess/Incentives | | \$2,500 | \$2,500 | \$2,500 |
| | Case-It Binders with Logo for MS and HS students | | \$0 | \$0 | \$0 |
| | Other (Office/clerical) | | \$16,000 | \$16,000 | \$16,000 |
| | Custodial Supplies | | \$12,600 | \$12,600 | \$12,600 |
| | Bark Replacement - See Maintenance | | \$1,100 | \$1,100 | \$1,100 |
| | PE Uniforms | | \$0 | \$0 | \$0 |
| | Promotional Material | | \$0 | \$0 | \$0 |
| | Parent Academy Food and Materials | | \$1,500 | \$1,500 | \$1,500 |
| | Advocacy Day Food and SWAG | | \$1,800 | \$1,800 | \$1,800 |
| | Instructional- Science curriculum supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4400 | Non-capitalized equipment | | | | |
| | Technology | | \$10,000 | \$10,000 | \$10,000 |
| | Furniture | | \$2,500 | \$2,500 | \$2,500 |
| 5200 | Travel and Conferences - Parent Academy Presenters | | \$450 | \$450 | \$450 |
| 5300 | Dues and Memberships | | | | |
| | CSDC | \$3.00 | \$930 | \$930 | \$930 |
| | CCSA | \$10.00 | \$3,100 | \$3,100 | \$3,100 |
| | EdJoin | | \$100 | \$100 | \$100 |
| | Other Dues and Memberships | | \$0 | \$0 | \$0 |
| 5400 | Insurance | | \$17,000 | \$17,500 | \$17,500 |
| 5500 | Operations and Housekeeping | | | | |
| | Utilities (per square foot per mo.) | | \$41,745 | \$41,745 | \$41,745 |
| | Alarm Monitoring (Fire and Burglar) | | \$456 | \$456 | \$456 |
| | Pest Control | | \$1,356 | \$1,356 | \$1,356 |
| 5600 | Rentals, Leases, Repairs | | | | |
| | Facility Rent | | \$430,046 | \$455,253 | \$464,930 |
| | Repairs | | \$10,000 | \$10,000 | \$10,000 |
| | Facilities Maintenance | | \$4,700 | \$4,700 | \$4,700 |
| | Copier and Credit Card Terminal Lease | | \$25,000 | \$25,000 | \$25,000 |
| 5710 | Charge for Athletics | | \$16,604 | \$16,398 | \$14,552 |
| | Transfer of Direct Costs | | \$0 | 0 | 0 |
| 5800 | Professional/Consulting Services | | | | |
| | BTSA Stipend | | \$0 | \$0 | \$0 |

| | | | | |
|--|---------|--------------------|--------------------|--------------------|
| Shredding Service (Cintas) | | \$660 | \$660 | \$660 |
| SAYS Elective | | \$0 | \$0 | \$0 |
| Contracted Sub Services | | \$0 | \$0 | \$0 |
| Cintas Uniforms | | \$7,200 | \$7,200 | \$7,200 |
| CRC Per Semester Fees | | \$0 | \$0 | \$0 |
| Landscape Maintenance | | \$9,672 | \$9,672 | \$9,672 |
| Other Services and Expense (includes finance charges) | | \$5,000 | \$5,000 | \$5,000 |
| Hearing and Vision Screening | | \$3,100 | \$3,100 | \$3,100 |
| Printing and Reproduction | | \$3,164 | \$3,153 | \$3,153 |
| Bottled Water | | \$0 | \$0 | \$0 |
| Fitness Classes - Women's Wellness Club | | \$500 | \$500 | \$500 |
| Legal Expenses | | \$1,500 | \$1,500 | \$1,500 |
| Annual Permits and Fees (Alarm) | | \$200 | \$200 | \$200 |
| Parent Square | \$5.00 | \$1,550 | \$1,550 | \$1,550 |
| Illuminate Licenses (Grading and Assessment) | \$6.78 | \$3,575 | \$3,875 | \$3,875 |
| Aeries License (SIS) | \$10.00 | \$2,860 | \$3,100 | \$3,100 |
| MAP Testing Fees | \$12.50 | \$3,875 | \$3,875 | \$3,875 |
| Edmentum Licenses/Moby Max | | \$4,235 | \$4,235 | \$4,235 |
| Student Persistence Incentive Trips | | \$0 | \$0 | \$0 |
| Leadership Elective Programming (U-Can) | | \$0 | \$0 | \$0 |
| Business Services (Audit) | | \$6,000 | \$6,000 | \$6,000 |
| Printing and Reproduction - Curriculum Materials | | \$15,000 | \$15,000 | \$15,000 |
| Unsecured Property Tax | | \$2,500 | \$2,500 | \$2,500 |
| IT Services | | \$44,000 | \$44,000 | \$2,500 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | \$2,893 | \$2,597 | \$2,500 |
| Embroider Binders with Logo for MS & HS students | | \$0 | \$0 | \$2,500 |
| Emergency Preparedness Plan | | \$1,340 | \$1,340 | \$2,500 |
| Website Update (META) | | \$0 | \$0 | \$2,500 |
| Credit Card Processing Fees | | \$1,200 | \$1,200 | \$2,500 |
| CMO Support (% of Revenue Limit & Block Grant) | 12.00% | \$380,634 | \$389,102 | \$400,774 |
| Teacher Support (% of Revenue Limit & Block Grant) | 4.00% | \$126,878 | \$129,701 | \$133,591 |
| Data & Analytical Support (% of Revenue Limit & Block Grant) | 2.00% | \$63,439 | \$64,850 | \$66,796 |
| District Oversight (% of Revenue Limit & Block Grant) | 1% | \$31,719 | \$32,425 | \$33,398 |
| 5900 Communications | | | | |
| Postage & Postage Meter Rental | | \$3,336 | \$3,336 | \$3,336 |
| Additional wireless /Internet | | \$0 | \$0 | \$0 |
| Cell Phone Service | | \$1,560 | \$1,560 | \$1,560 |
| Smart Voice and Internet | | \$24,000 | \$24,000 | \$24,000 |
| 6170 Site Improvements | | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | | (\$32,098) | (\$32,114) | (\$32,244) |
| 7438 Debt Service - Interest (TI Loan - EWCP Bldg/Traffic Signal) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (TI Loan - EWCP Bldg/Traffic Signal) | | \$0 | \$0 | \$0 |
| 7438 Debt Service - Interest | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | | \$0 | \$0 | \$0 |
| Total Resource 0000 - Unrestricted General Education | | \$2,551,050 | \$2,634,962 | \$2,671,884 |
| Resource 0020 - Unrestricted Fundraising | | | | |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| Total Resource 0020 - Unrestricted Fundraising | | \$0 | \$0 | \$0 |
| Resource 1100 - Lottery: Unrestricted | | | | |

| | | | | |
|---|--------|------------------|------------------|------------------|
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| Food and SWAG for parent academies and convention | | \$0 | \$0 | \$0 |
| Food for Meetings | | \$1,500 | \$1,500 | \$1,500 |
| Yoga Mats/Books | | \$1,500 | \$1,500 | \$1,500 |
| Headphones for Chromebooks | | \$200 | \$200 | \$200 |
| Food/Materials for Relay Seminars | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$2,000 | \$2,000 | \$2,000 |
| 5800 Student Field Lessons | | \$12,500 | \$12,500 | \$12,500 |
| 5800 Cal Poly 5th Grade Trip | | \$6,000 | \$12,000 | \$12,000 |
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| Total Resource 1100 - Lottery: Unrestricted | | \$23,700 | \$29,700 | \$29,700 |
| Resource 1400 - EPA Funds | | | | |
| 1100 Certificated Teachers' Salaries | | \$294,739 | \$303,581 | \$312,688 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$24,825 | \$27,831 | \$26,336 |
| 3401 Health and Welfare, certificated positions | | \$49,790 | \$56,042 | \$53,853 |
| 3601 Workers' Compensation, certificated positions | | \$3,095 | \$3,188 | \$3,283 |
| 4100 Approved Textbooks and Core Curricula Materials | | (\$94,526) | (\$113,955) | (\$119,422) |
| Total Resource 1400 - EPA Funds | | \$277,922 | \$276,686 | \$276,738 |
| Resource 3010 - Title I Part A | | | | |
| 1100 Certificated Teachers' Salaries | | \$40,021 | \$41,125 | \$42,263 |
| 1130 Certificated Teachers' Salaries - subs | | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | | \$0 | \$0 | \$0 |
| 2300 Noncertificated Sup and Admin Salaries | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$38,837 | \$39,970 | \$41,137 |
| 2900 Other Classified Salaries | | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$3,062 | \$3,146 | \$3,233 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$2,971 | \$3,058 | \$3,147 |
| 3401 Health and Welfare, certificated positions | | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | | \$4,440 | \$4,618 | \$4,803 |
| 3601 Workers' Compensation, certificated positions | | \$420 | \$432 | \$444 |
| 3602 Workers' Compensation, classified positions | | \$408 | \$420 | \$432 |
| 4300 Materials and Supplies | | \$3,500 | \$3,500 | \$3,500 |
| 4100 Approved Textbooks and Core Curricula Materials | | \$5,531 | \$5,531 | \$5,531 |
| 4200 Books and Other Reference Materials | | \$1,084 | \$1,084 | \$1,084 |
| 5200 Travel and Conferences | | \$0 | \$0 | \$0 |
| 5300 Dues and Subscriptions | | | | |
| 5600 Rentals, Leases, Repairs | | \$3,000 | \$3,000 | \$3,000 |
| 5900 Communications | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | | | |
| Tuition | | \$0 | \$0 | \$0 |
| Contracted Services | | \$125 | \$125 | \$125 |
| Contracted Substitutes | | \$0 | \$0 | \$0 |
| Bus Passes | | \$250 | \$250 | \$250 |
| Printing | | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 15.00% | \$15,547 | \$15,939 | \$16,342 |
| Total Resource 3010 - Title I Part A | | \$119,196 | \$122,197 | \$125,290 |
| Resource 3310 - Special Ed: IDEA | | | | |
| 2100 Classified Instructional Salaries | | \$29,642 | \$30,509 | \$31,403 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$2,268 | \$2,334 | \$2,402 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$311 | \$320 | \$330 |
| 5800 Consulting Services | | \$1,827 | \$3,741 | \$2,770 |
| 7310 Indirect Costs | 5.00% | \$1,702 | \$1,845 | \$1,845 |

| | | | | |
|--|-------|------------------|------------------|------------------|
| Total Resource 3310 - Special Ed: IDEA | | \$35,750 | \$38,750 | \$38,750 |
| Resource 4035 - Title II | | | | |
| 1300 Certificated Supervisors' and Administrators' Salaries | | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$0 | \$0 | \$0 |
| 5201 Event Registration | | \$1,800 | \$1,800 | \$1,800 |
| 5602 Temporary Rentals | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$1,600 | \$1,600 | \$1,600 |
| 5801 Software Licenses | | \$1,430 | \$1,430 | \$1,430 |
| 5810 Catering | | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 5.00% | \$242 | \$242 | \$242 |
| Total Resource 4035 - Title II | | \$5,072 | \$5,072 | \$5,072 |
| Resource 5310 Child Nutrition Program | | | | |
| 2200 Noncertificated Support Salaries | | \$23,108 | \$23,783 | \$24,479 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$2,375 | \$2,444 | \$2,516 |
| 3402 Health and Welfare, classified positions | | \$4,044 | \$4,205 | \$4,373 |
| 3602 Workers' Compensation, classified positions | | \$243 | \$250 | \$257 |
| 4300 Materials and Supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4400 Non-capitalized equipment | | \$200 | \$200 | \$200 |
| 4700 Food | | \$200,554 | \$199,860 | \$199,860 |
| 5600 Rentals, Leases, Repairs | | \$750 | \$750 | \$750 |
| 5800 Professional Contracted Services | | \$917 | \$917 | \$917 |
| 7310 Indirect Costs | 5.00% | \$11,660 | \$11,670 | \$11,718 |
| 7438 Debt Service - Interest (Food Service Equipment) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (Food Service Equipment) | | \$0 | \$0 | \$0 |
| Total Resource 5310 Child Nutrition Program | | \$244,850 | \$245,080 | \$246,070 |
| Resource 5320 Supper Program | | | | |
| 2200 Noncertificated Support Salaries | | \$3,674 | \$3,780 | \$3,890 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$428 | \$440 | \$453 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$39 | \$40 | \$41 |
| 4300 Materials and Supplies | | \$500 | \$500 | \$500 |
| 4700 Food | | \$100,955 | \$100,606 | \$100,606 |
| 5750 Charge for Program Technician | | \$9,967 | \$9,601 | \$9,237 |
| 7310 Indirect Costs | 5.00% | \$5,280 | \$5,268 | \$5,274 |
| | | \$120,842 | \$120,235 | \$120,002 |
| Resource 6300 Lottery | | | | |
| 4100 Approved Textbooks and Core Curricula Materials (Lottery) | | \$1,604 | \$2,349 | \$2,299 |
| 5800 Printing and Reproduction - Curriculum Materials | | \$12,000 | \$12,000 | \$12,000 |
| Total Resource 6300 Lottery | | \$13,604 | \$14,349 | \$14,299 |
| Resource 6500 - Special Ed | | | | |
| 1100 Certificated Salaries | | \$55,999 | \$57,679 | \$59,409 |
| 1130 Certificated Salaries - Subs | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$45,317 | \$46,644 | \$48,011 |
| 3301 OASDI/Medicare/Alternative | | \$4,284 | \$4,412 | \$4,545 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$3,467 | \$3,568 | \$3,673 |
| 3401 Health and Welfare | | \$5,440 | \$5,657 | \$5,884 |
| 3402 Health and Welfare, classified positions | | \$4,440 | \$4,618 | \$4,803 |
| 3601 Workers' Compensation | | \$588 | \$606 | \$624 |
| 3602 Workers' Compensation, classified positions | | \$476 | \$490 | \$504 |

| | | | | |
|---|-------|--------------------|--------------------|--------------------|
| 4200 Books and Other Reference Materials | | \$1,000 | \$1,000 | \$1,000 |
| 4300 Materials and Supplies | | \$2,000 | \$2,000 | \$2,000 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$1,500 | \$1,500 | \$1,500 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | (\$1,827) | (\$3,741) | (\$2,770) |
| 5750 Charge for Program Specialist | | \$119,080 | \$114,007 | \$109,961 |
| 7310 Indirect Costs | 5.00% | \$12,088 | \$11,922 | \$11,957 |
| Total Resource 6500 - Special Ed | | \$253,852 | \$250,362 | \$251,101 |
| | | | | |
| Resource 6512 Mental Health | | | | |
| 2100 Classified Instructional Salaries | | \$25,177 | \$25,911 | \$26,667 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$1,926 | \$1,982 | \$2,040 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$264 | \$272 | \$280 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | 5.00% | \$1,368 | \$1,408 | \$1,449 |
| Total Resource 6512 Mental Health | | \$28,736 | \$29,574 | \$30,436 |
| | | | | |
| Total Expenses | | \$3,674,574 | \$3,766,968 | \$3,809,342 |
| | | | | |
| Excess of Revenue over Expenditures | | \$471,449 | \$481,028 | \$557,934 |
| | | | | |
| Unrestricted Beginning Fund Balance | | | | |
| Restricted Beginning Fund Balance | | | | |
| Beginning Fund Balance | | \$980,563 | \$1,452,012 | \$1,933,040 |
| | | | | |
| Projected Ending Fund Balance | | \$1,452,012 | \$1,933,040 | \$2,490,974 |
| | | | | |
| Reserved for Economic Uncertainty* | 5% | \$158,597 | \$162,126 | \$166,989 |
| | | | | |
| Reserved for Fundraising | | \$0 | \$0 | \$0 |
| | | | | |
| Undesignated | | \$1,293,415 | \$1,770,914 | \$2,323,985 |
| | | | | |
| Projected Ending Fund Balance | | \$1,452,012 | \$1,933,040 | \$2,490,974 |
| | | | | |
| Contribution to (from) Unrestricted for Food Service | | 22,627 | 21,660 | 20,903 |
| Contribution to (from) Unrestricted for Special Education | | (101,131) | (93,876) | (89,890) |

* - Per MOU, based on 5% of LCCF

William Lee College Prep
Facilities Costs and Funding

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|
| Square Feet Required | 20,463 | 20,463 | 20,463 | 20,463 | 20,463 |
| (square footage adj in Aug) | 20,463 | 20,463 | 20,463 | 20,463 | 20,463 |
| Rent per Square Foot | \$1.34 | \$1.42 | \$1.65 | \$1.75 | \$1.79 |
| Annual Lease Payments | \$328,808 | \$349,358 | \$404,846 | \$430,053 | \$439,730 |
| Pro-Rata Share per Sq Foot | | | | | |
| Common Area Maintenance | 63% | \$23,940 | \$24,570 | \$25,200 | \$25,200 |
| Total Rent Expense | | \$352,748 | \$430,046 | \$455,253 | \$464,930 |
| Tenant Improvements | | \$27,914 | \$26,400 | \$0 | \$0 |
| Utilities @ .17 per square foot | \$0.17 | \$41,745 | \$41,745 | \$41,745 | \$41,745 |

Ephraim Williams College Prep
Student Demographics

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|--------------------|----------|----------|----------|----------|----------|
| Number of Classes: | | | | | |
| TK | 0 | 0 | 0 | 0 | 0 |
| K-3 | 0 | 0 | 0 | 0 | 0 |
| 4 - 5 | 0 | 0 | 0 | 0 | 0 |
| 6 | 2 | 2 | 2 | 2 | 2 |
| 7 | 2 | 2 | 2 | 2 | 2 |
| 8 | 2 | 2 | 2 | 2 | 2 |
| | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> |

| | | | | | |
|------------------------------------|---------------|---------------|--------|--------|--------|
| ADA Rate | 92.30% | 95.51% | 92.0% | 92% | 92% |
| Unduplicated Count | 79.48% | 77.88% | 77.88% | 77.88% | 77.88% |
| PY P-2 ADA | 128.07 | 159.68 | 172 | 165 | 165 |
| Projected PY Annual ADA (97%) | 126.09 | 159.68 | 167 | 160 | 160 |
| PY Annual ADA for Lottery (1.0446) | 132 | 167 | 174 | 167 | 167 |

| <u>2019-20</u> | <u>K-3</u> | <u>4-5</u> | <u>6</u> | <u>7-8</u> | <u>Total</u> |
|--------------------|------------|------------|----------|------------|------------------------|
| Enrollment | | | 64.00 | 109.00 | 173 Fall Census |
| ADA | | | 59.73 | 99.95 | 159.68 |
| Unduplicated Count | | | | | 138 |

| <u>2020-21</u> | <u>K-3</u> | <u>4-5</u> | <u>6</u> | <u>7-8</u> | <u>Total</u> |
|--------------------|------------|------------|----------|------------|------------------------|
| Enrollment | | | 61 | 119 | 180 Fall Census |
| ADA | | | 58 | 114 | 172 |
| Unduplicated Count | | | | | 140 |

| <u>2021-22</u> | <u>K-3</u> | <u>4-5</u> | <u>6</u> | <u>7-8</u> | <u>Total</u> |
|--------------------|------------|------------|----------|------------|--------------|
| Enrollment | | | 60 | 120 | 180 |
| ADA | | | 55 | 110 | 165 |
| Unduplicated Count | | | | | 140 |

| <u>2022-23</u> | <u>K-3</u> | <u>4-5</u> | <u>6</u> | <u>7-8</u> | <u>Total</u> |
|--------------------|------------|------------|----------|------------|--------------|
| Enrollment | | | 60 | 120 | 180 |
| ADA | | | 55 | 110 | 165 |
| Unduplicated Count | | | | | 140 |

| <u>2023-24</u> | <u>K-3</u> | <u>4-5</u> | <u>6</u> | <u>7-8</u> | <u>Total</u> |
|--------------------|------------|------------|----------|------------|--------------|
| Enrollment | | | 60 | 120 | 180 |
| ADA | | | 55 | 110 | 165 |
| Unduplicated Count | | | | | 140 |

FY 2022 - FY 2024 Charter Renewal Budget
Ephraim Williams College Prep
Rolls Up to Fund 05

| | | 2021-22 | 2022-23 | 2023-24 |
|---|----------|--------------------|--------------------|--------------------|
| Funded ADA | | 165 | 165 | 165 |
| LCFF Entitlement | \$11,097 | \$1,738,647 | \$1,786,216 | \$1,840,964 |
| 8096 Transfers to Charter Schools in Lieu of Property Taxes | | \$0 | \$0 | \$0 |
| 8012 Education Protection Act Funds | | \$152,338 | \$152,419 | \$152,544 |
| 8011 LCFF - State Aid | | \$1,586,309 | \$1,633,797 | \$1,688,420 |
| Total Local Control Funding Formula Sources | | \$1,738,647 | \$1,786,216 | \$1,840,964 |
| Federal Revenues | | | | |
| 8181 Special Education Entitlement | \$125.00 | \$22,500 | \$22,500 | \$22,500 |
| 8182 Special Education Discretionary Grants - Mental Health | | \$0 | \$0 | \$0 |
| 8220 Child Nutrition Programs | | \$82,526 | \$82,526 | \$82,526 |
| 8220 Child and Adult Care Food Program | | \$58,725 | \$58,725 | \$58,725 |
| 8290 Title I /Title IV | | \$50,498 | \$51,191 | \$51,904 |
| 8290 Title II | | \$4,321 | \$4,321 | \$4,321 |
| 8290 Other Federal Revenue | | \$0 | \$0 | \$0 |
| Total Federal Revenues | | \$218,570 | \$219,262 | \$219,975 |
| Other State Revenues | | | | |
| 8520 Child Nutrition Programs | | \$6,942 | \$6,942 | \$6,942 |
| 8520 Child and Adult Care Food Program | | \$4,090 | \$4,090 | \$4,090 |
| 8520 School Breakfast Program Expansion Grant | | \$0 | \$0 | \$0 |
| 8560 State Lottery | \$150.00 | \$26,142 | \$25,078 | \$25,078 |
| 8560 State Lottery-PY | | \$0 | | |
| 8560 State Lottery - Restricted | \$49.00 | \$8,540 | \$8,192 | \$8,192 |
| 8560 State Lottery - Restricted-PY | | \$0 | | |
| 8590 SB740 Facilities Reimbursement | | \$102,741 | \$113,798 | \$121,712 |
| 8590 SB740 Facilities Reimbursement - PY Adjustment | | \$0 | \$0 | \$0 |
| 8590 Classified Employee PD Block Grant | | \$0 | \$0 | \$0 |
| 8590 SSID/STAR/CELDT Testing Reimbursements | | \$0 | \$0 | \$0 |
| 8590 State COVID-19 Funds GF | | \$0 | \$0 | \$0 |
| 8550 Mandate Block Grant | \$17.11 | \$2,943 | \$2,859 | \$2,906 |
| 8550 One-Time per ADA Grants | \$0.00 | \$0 | \$0 | \$0 |
| 8590 Mental Health per ADA | | \$12,000 | \$12,000 | \$12,000 |
| 8792 Special Education Entitlement | \$634.00 | \$100,797 | \$103,838 | \$107,039 |
| Total State Revenues | | \$264,196 | \$276,798 | \$287,959 |
| Other Local Revenue | | | | |
| 8634 Food Service Sales | | \$6,400 | \$6,400 | \$6,400 |
| 8631 Sale of Equipment and Supplies | | \$0 | \$0 | \$0 |
| 8699 All other Local Revenue - Unrestricted Donations/Fundraising | | \$0 | \$0 | \$0 |
| 8699 All Other Local Revenue - Facility Use | | \$0 | \$0 | \$0 |
| Total Local Revenue | | \$6,400 | \$6,400 | \$6,400 |
| Other Financing Sources | | | | |
| 8972 Proceeds From Capital Leases | | \$0 | \$0 | \$0 |
| 8979 Proceeds From TI Loans | | \$0 | \$0 | \$0 |
| 8980 Contribution to Athletic Department | | \$0 | \$0 | \$0 |
| Total Financing Sources | | \$0 | \$0 | \$0 |
| Total Revenues and Other Financing Sources | | \$2,227,811 | \$2,288,676 | \$2,355,298 |
| Resource 0000 - Unrestricted General Education | | | | |
| 1100 Certificated Teachers' Salaries | | \$295,583 | \$304,451 | \$313,584 |

| | | | | | |
|-----------|---|---------|-----------|-----------|-----------|
| 1130 | Certificated Teachers' Salaries - subs | | \$21,750 | \$21,750 | \$21,750 |
| 1300 | Certificated Supervisors' and Administrators' Salaries | | \$80,810 | \$83,035 | \$85,326 |
| 1900 | Other Certificated Salaries | | \$0 | \$0 | \$0 |
| 2100 | Classified Instructional Salaries | | \$0 | \$0 | \$0 |
| 2200 | Noncertificated Support Salaries | | \$52,360 | \$53,823 | \$55,330 |
| 2300 | Noncertificated Sup and Admin Salaries | | \$0 | \$0 | \$0 |
| 2400 | Clerical, Technical and Office Staff Salaries | | \$57,689 | \$59,420 | \$61,203 |
| 1200 | Certificated Pupil Support Salaries | | \$0 | \$0 | \$0 |
| 2900 | Other Classified Salaries | | \$51,818 | \$53,718 | \$55,294 |
| 3301 | OASDI/Medicare/Alternative, certificated positions | | \$37,774 | \$38,842 | \$40,114 |
| 3302 | OASDI/Medicare/Alternative, classified positions | | \$13,325 | \$13,742 | \$13,973 |
| 3401 | Health and Welfare, certificated positions | | \$77,396 | \$80,492 | \$86,669 |
| 3402 | Health and Welfare, classified positions | | \$30,051 | \$31,253 | \$29,545 |
| 3501 | State Unemployment Insurance, certificated | | \$11,000 | \$11,000 | \$11,000 |
| 3502 | State Unemployment Insurance, classified | | \$0 | \$0 | \$0 |
| 3601 | Workers' Compensation, certificated positions | | \$4,158 | \$4,274 | \$4,417 |
| 3602 | Workers' Compensation, classified positions | | \$1,722 | \$1,776 | \$1,804 |
| 4100 | Approved Textbooks and Core Curricula Materials (also see EPA) | | \$29,219 | \$34,507 | \$39,919 |
| 4200 | Books and Other Reference Materials | | \$0 | \$0 | \$0 |
| 4300 | Materials and Supplies | | | | |
| 4301/4303 | Instructional (\$1,000 returning/\$1,500 new classes) includes PE/Science | | \$6,850 | \$6,850 | \$6,850 |
| | Recess/Incentives | | \$2,200 | \$2,200 | \$2,200 |
| | Case-It Binders with Logo for MS and HS students | | \$5,600 | \$5,600 | \$5,600 |
| | Other (Office/clerical) | | \$10,000 | \$10,000 | \$10,000 |
| | Custodial Supplies | | \$10,000 | \$10,000 | \$10,000 |
| | Bark Replacement | | \$0 | \$0 | \$0 |
| 4304 | PE Uniforms | | \$1,500 | \$1,500 | \$1,500 |
| | Promotional Material | | \$0 | \$0 | \$0 |
| | Parent Academy Food and Materials | | \$1,500 | \$1,500 | \$1,500 |
| | Advocacy Day Food and SWAG | | \$1,800 | \$1,800 | \$1,800 |
| | Instructional- Science curriculum supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4400 | Non-capitalized equipment | | | | |
| | Technology | | \$2,000 | \$2,000 | \$2,000 |
| | Furniture | | \$2,000 | \$2,000 | \$2,000 |
| 5200 | Travel and Conferences - Parent Academy Presenters | | \$450 | \$450 | \$450 |
| 5300 | Dues and Memberships | | | | |
| | CSDC | \$3.00 | \$540 | \$540 | \$540 |
| | CCSA | \$10.00 | \$1,800 | \$1,800 | \$1,800 |
| | EdJoin | | \$100 | \$100 | \$100 |
| | Other Dues and Memberships (AVID) | | \$4,559 | \$4,559 | \$4,559 |
| 5400 | Insurance | | \$17,000 | \$17,500 | \$17,500 |
| 5500 | Operations and Housekeeping | | | | |
| | Utilities (per square foot per mo.) | | \$21,463 | \$21,463 | \$21,463 |
| | Alarm Monitoring (Fire and Burglar) | | \$456 | \$456 | \$456 |
| | Pest Control | | \$660 | \$660 | \$660 |
| 5600 | Rentals, Leases, Repairs | | | | |
| | Facility Rent | | \$250,708 | \$265,397 | \$271,035 |
| | Repairs | | \$10,000 | \$10,000 | \$10,000 |
| | Facilities Maintenance | | \$3,000 | \$3,000 | \$3,000 |
| | Copier and Credit Card Terminal Lease | | \$15,000 | \$15,000 | \$15,000 |
| 5710 | Charge for Athletics | | \$74,716 | \$61,492 | \$56,943 |
| | Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 | Professional/Consulting Services | | | | |
| | BTSA Stipend | | \$0 | \$0 | \$0 |
| | Shredding Service (Cintas) | | \$0 | \$0 | \$0 |
| | SAYS Elective | | \$18,800 | \$18,800 | \$18,800 |
| | Contracted Sub Services | | \$0 | \$0 | \$0 |
| | Cintas Uniforms | | \$6,600 | \$6,600 | \$6,600 |

| | | | | |
|--|---------|--------------------|--------------------|--------------------|
| CRC Per Semester Fees | | \$0 | \$0 | \$0 |
| Landscape Maintenance | | \$6,328 | \$6,328 | \$6,328 |
| Other Services and Expense (includes finance charges) | | \$2,000 | \$2,000 | \$2,000 |
| Hearing and Vision Screening | | \$0 | \$0 | \$0 |
| Printing and Reproduction | | \$2,878 | \$2,878 | \$2,878 |
| Bottled Water | | \$0 | \$0 | \$0 |
| Fitness Classes - Women's Wellness Club | | \$500 | \$500 | \$500 |
| Legal Expenses | | \$500 | \$500 | \$500 |
| Annual Permits and Fees (Alarm) | | \$200 | \$200 | \$200 |
| Parent Square | \$5.00 | \$900 | \$900 | \$900 |
| Illuminate Licenses (Grading and Assessment) | \$6.78 | \$2,250 | \$2,250 | \$2,250 |
| Aeries License (SIS) | \$10.00 | \$1,800 | \$1,800 | \$1,800 |
| MAP Testing Fees | \$12.50 | \$2,250 | \$2,250 | \$2,250 |
| Edmentum Licenses/Moby Max | | \$4,235 | \$4,235 | \$4,235 |
| Student Persistence Incentive Trips | | \$5,300 | \$5,300 | \$5,300 |
| Leadership Elective Programming (U-Can) | | \$40,000 | \$40,000 | \$40,000 |
| Business Services (Audit) | | \$6,000 | \$6,000 | \$6,000 |
| Printing and Reproduction - Curriculum Materials | | \$7,500 | \$7,500 | \$7,500 |
| Unsecured Property Tax | | \$825 | \$825 | \$825 |
| IT Services | | \$22,000 | \$22,000 | \$22,000 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | \$3,562 | \$2,597 | \$3,679 |
| Embroider Binders with Logo for MS & HS students | | \$4,650 | \$4,650 | \$4,650 |
| Emergency Preparedness Plan | | \$660 | \$660 | \$660 |
| Website Update (META) | | \$0 | \$0 | \$0 |
| Credit Card Processing Fees | | \$500 | \$500 | \$500 |
| CMO Support (% of Revenue Limit & Block Grant) | 4.00% | \$69,546 | \$71,449 | \$73,639 |
| Teacher Support (% of Revenue Limit & Block Grant) | 4.00% | \$69,546 | \$71,449 | \$73,639 |
| Data & Analytical Support (% of Revenue Limit & Block Grant) | 2.00% | \$34,773 | \$35,724 | \$36,819 |
| District Oversight (% of Revenue Limit & Block Grant) | 1% | \$17,386 | \$17,862 | \$18,410 |
| 5900 Communications | | | | |
| Postage & Postage Meter Rental | | \$3,000 | \$3,000 | \$3,000 |
| Additional wireless /Internet | | \$0 | \$0 | \$0 |
| Cell Phone Service | | \$6,500 | \$6,500 | \$6,500 |
| Smart Voice and Internet | | \$22,140 | \$22,140 | \$22,140 |
| 6170 Site Improvements | | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | | (\$14,530) | (\$14,535) | (\$14,562) |
| 7438 Debt Service - Interest (TI Loan - EWCP Bldg/Traffic Signal) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (TI Loan - EWCP Bldg/Traffic Signal) | | \$0 | \$0 | \$0 |
| 7438 Debt Service - Interest | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | | \$0 | \$0 | \$0 |
| Total Resource 0000 - Unrestricted General Education | | \$1,558,157 | \$1,591,813 | \$1,627,823 |
| Resource 0020 - Unrestricted Fundraising | | | | |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| Total Resource 0020 - Unrestricted Fundraising | | \$0 | \$0 | \$0 |
| Resource 1100 - Lottery: Unrestricted | | | | |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| Food and SWAG for parent academies and convention | | \$0 | \$0 | \$0 |
| Food for Meetings | | \$750 | \$750 | \$750 |
| Yoga Mats/Books | | \$750 | \$750 | \$750 |
| Headphones for Chromebooks | | \$100 | \$100 | \$100 |
| Food/Materials for Relay Seminars | | \$0 | \$0 | \$0 |

| | | | |
|--|-----------------|-----------------|-----------------|
| 5200 Travel and Conferences | \$5,000 | \$5,000 | \$5,000 |
| 5800 Student Field Lessons + EWCP Sly Park | \$24,000 | \$24,000 | \$24,000 |
| 5800 Cal Poly 5th Grade Trip | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | \$0 | \$0 | \$0 |
| Total Resource 1100 - Lottery: Unrestricted | \$30,600 | \$30,600 | \$30,600 |

Resource 1400 - EPA Funds

| | | | |
|---|------------------|------------------|------------------|
| 1100 Certificated Teachers' Salaries | \$142,866 | \$147,152 | \$151,567 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$10,929 | \$11,257 | \$11,595 |
| 3401 Health and Welfare, certificated positions | \$17,761 | \$18,471 | \$19,210 |
| 3601 Workers' Compensation, certificated positions | \$1,500 | \$1,545 | \$1,591 |
| 4100 Approved Textbooks and Core Curricula Materials | (\$20,719) | (\$26,007) | (\$31,419) |
| Total Resource 1400 - EPA Funds | \$152,338 | \$152,419 | \$152,544 |

Resource 3010 - Title I Part A

| | | | |
|---|----------|-----------------|-----------------|
| 1100 Certificated Teachers' Salaries | \$25,666 | \$26,220 | \$26,790 |
| 1130 Certificated Teachers' Salaries - subs | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2300 Noncertificated Sup and Admin Salaries | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 2900 Other Classified Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$1,963 | \$2,006 | \$2,049 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3401 Health and Welfare, certificated positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$269 | \$275 | \$281 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | \$3,600 | \$3,600 | \$3,600 |
| 4100 Approved Textbooks and Core Curricula Materials | \$2,863 | \$2,863 | \$2,863 |
| 4200 Books and Other Reference Materials | \$1,175 | \$1,175 | \$1,175 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5300 Dues and Subscriptions | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | \$8,000 | \$8,000 | \$8,000 |
| 5900 Communications | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | | |
| Tuition | \$0 | \$0 | \$0 |
| Contracted Services | \$125 | \$125 | \$125 |
| Contracted Substitutes | \$0 | \$0 | \$0 |
| Bus Passes | \$250 | \$250 | \$250 |
| Printing | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 15.00% | \$6,587 | \$6,770 |
| Total Resource 3010 - Title I Part A | | \$50,498 | \$51,191 |

Resource 3310 - Special Ed: IDEA

| | | | |
|---|----------|-----------------|-----------------|
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$21,429 | \$21,429 | \$21,429 |
| 7310 Indirect Costs | 5.00% | \$1,071 | \$1,071 |
| Total Resource 3310 - Special Ed: IDEA | | \$22,500 | \$22,500 |

Resource 4035 - Title II

| | | | |
|---|---------|---------|---------|
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5201 Event Registration | \$1,800 | \$1,800 | \$1,800 |

| | | | | |
|---------------------------------------|-------|----------------|----------------|----------------|
| 5602 Temporary Rentals | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$1,600 | \$1,600 | \$1,600 |
| 5801 Software Licenses | | \$715 | \$715 | \$715 |
| 5810 Catering | | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 5.00% | \$206 | \$206 | \$206 |
| Total Resource 4035 - Title II | | \$4,321 | \$4,321 | \$4,321 |

Resource 5310 Child Nutrition Program

| | | | | |
|--|-------|------------------|------------------|------------------|
| 2200 Noncertificated Support Salaries | | \$11,589 | \$11,927 | \$12,276 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$1,191 | \$1,226 | \$1,262 |
| 3402 Health and Welfare, classified positions | | \$2,028 | \$2,109 | \$2,193 |
| 3602 Workers' Compensation, classified positions | | \$122 | \$125 | \$129 |
| 4300 Materials and Supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4400 Non-capitalized equipment | | \$200 | \$200 | \$200 |
| 4700 Food | | \$82,254 | \$82,254 | \$82,254 |
| 5600 Rentals, Leases, Repairs | | \$500 | \$500 | \$500 |
| 5800 Professional Contracted Services | | \$477 | \$477 | \$477 |
| 7310 Indirect Costs | 5.00% | \$4,968 | \$4,991 | \$5,015 |
| 7438 Debt Service - Interest (Food Service Equipment) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (Food Service Equipment) | | \$0 | \$0 | \$0 |
| Total Resource 5310 Child Nutrition Program | | \$104,329 | \$104,810 | \$105,306 |

Resource 5320 Supper Program

| | | | | |
|---|-------|-----------------|-----------------|-----------------|
| 2200 Noncertificated Support Salaries | | \$1,842 | \$1,896 | \$1,951 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$215 | \$221 | \$227 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$19 | \$20 | \$20 |
| 4300 Materials and Supplies | | \$500 | \$500 | \$500 |
| 4700 Food | | \$45,493 | \$45,493 | \$45,493 |
| 5750 Charge for Program Technician | | \$5,691 | \$5,501 | \$5,292 |
| 7310 Indirect Costs | 5.00% | \$2,403 | \$2,406 | \$2,410 |
| | | \$56,164 | \$56,037 | \$55,894 |

Resource 6300 Lottery

| | | | | |
|--|--|----------------|----------------|----------------|
| 4100 Approved Textbooks and Core Curricula Materials (Lottery) | | \$2,040 | \$1,692 | \$1,692 |
| 5800 Printing and Reproduction - Curriculum Materials | | \$6,500 | \$6,500 | \$6,500 |
| Total Resource 6300 Lottery | | \$8,540 | \$8,192 | \$8,192 |

Resource 6500 - Special Ed

| | | | | |
|---|-------|------------------|------------------|------------------|
| 1100 Certificated Salaries | | \$29,584 | \$30,471 | \$31,385 |
| 1130 Certificated Salaries - Subs | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$26,667 | \$27,445 | \$28,247 |
| 3301 OASDI/Medicare/Alternative | | \$2,263 | \$2,331 | \$2,401 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$2,040 | \$2,100 | \$2,161 |
| 3401 Health and Welfare | | \$8,297 | \$8,628 | \$8,974 |
| 3402 Health and Welfare, classified positions | | \$2,735 | \$2,844 | \$2,958 |
| 3601 Workers' Compensation | | \$311 | \$320 | \$330 |
| 3602 Workers' Compensation, classified positions | | \$280 | \$288 | \$297 |
| 4200 Books and Other Reference Materials | | \$1,000 | \$1,000 | \$1,000 |
| 4300 Materials and Supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$1,000 | \$1,000 | \$1,000 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | (\$21,429) | (\$21,429) | (\$21,429) |
| 5750 Charge for Program Specialist | | \$67,987 | \$65,317 | \$62,999 |
| 7310 Indirect Costs | 5.00% | \$6,087 | \$6,066 | \$6,066 |
| Total Resource 6500 - Special Ed | | \$127,821 | \$127,382 | \$127,388 |

Resource 6512 Mental Health

| | | | | |
|---|-------|----------------------------------|----------------------------------|----------------------------------|
| 2100 Classified Instructional Salaries | | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$0 | \$0 | \$0 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | 5.00% | \$0 | \$0 | \$0 |
| Total Resource 6512 Mental Health | | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| | | | | |
| Total Expenses | | \$2,115,267 | \$2,149,263 | \$2,186,472 |
| | | | | |
| Excess of Revenue over Expenditures | | \$112,544 | \$139,413 | \$168,826 |
| | | | | |
| Unrestricted Beginning Fund Balance | | | | |
| Restricted Beginning Fund Balance | | | | |
| Beginning Fund Balance | | <u>(\$861,103)</u> | <u>(\$748,559)</u> | <u>(\$609,145)</u> |
| | | | | |
| Projected Ending Fund Balance | | <u><u>(\$748,559)</u></u> | <u><u>(\$609,145)</u></u> | <u><u>(\$440,320)</u></u> |
| | | | | |
| Reserved for Economic Uncertainty* | 5% | \$86,932 | \$89,311 | \$92,048 |
| | | | | |
| Reserved for Fundraising | | \$0 | \$0 | \$0 |
| | | | | |
| Undesignated | | <u>(\$835,491)</u> | <u>(\$698,456)</u> | <u>(\$532,368)</u> |
| | | | | |
| Projected Ending Fund Balance | | <u><u>(\$748,559)</u></u> | <u><u>(\$609,145)</u></u> | <u><u>(\$440,320)</u></u> |
| | | | | |
| Contribution to (from) Unrestricted for Food Service | | (8,209) | (8,563) | (8,916) |
| Contribution to (from) Unrestricted for Special Education | | (15,024) | (11,544) | (8,349) |

* - Per MOU, based on 5% of LCCF

Ephraim Willaims College Prep
 Facilities Costs and Funding

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------|-----------------|-----------|-----------|-----------|-----------|
| Square Feet Required | 11,924 | 11,924 | 11,924 | 11,924 | 11,924 |
| (square footage adj in Aug) | 11,924 | 11,924 | 11,924 | 11,924 | 11,924 |
| Rent per Square Foot | \$1.34 | \$1.42 | \$1.65 | \$1.75 | \$1.79 |
| Annual Lease Payments | \$191,600 | \$203,575 | \$235,908 | \$250,597 | \$256,235 |
| Pro-Rata Share per Sq Foot | | | | | |
| Common Area Maintenance | 37% \$14,060 | \$14,430 | \$14,800 | \$14,800 | \$14,800 |
| Total Rent Expense | \$205,660 | \$218,005 | \$250,708 | \$265,397 | \$271,035 |
| Tenant Improvements | \$44,970 | \$14,790 | \$0 | \$0 | \$0 |
| Total Rent and TI for SB740 | \$250,630 | \$232,795 | \$250,708 | \$265,397 | \$271,035 |
| Utilities @ .17 per square foot | \$0.15 \$21,463 | \$21,463 | \$21,463 | \$21,463 | \$21,463 |

Alan Rowe College Prep
Student Demographics

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------|---------------|---------------|------------|------------------------|---------|
| Number of Classes: | | | | | |
| TK | 1 | 0 | 0 | 0 | 0 |
| K-3 | 7 | 9 | 9 | 8 | 8 |
| 4-6 | 4 | 3 | 3 | 4 | 4 |
| 7-8 | 2 | 0 | 0 | 0 | 0 |
| | 14 | 12 | 12 | 12 | 12 |
| ADA Rate | 90.57% | 95.51% | 92% | 92% | 92% |
| Unduplicated Count | 79.48% | 77.88% | 77.88% | 77.88% | 77.88% |
| PY P-2 ADA | 263.85 | 344.84 | 298 | 285 | 285 |
| Projected PY Annual ADA (97%) | 259.48 | 344.84 | 289 | 276 | 276 |
| PY Annual ADA for Lottery (1.0446) | 271 | 360 | 302 | 289 | 289 |
| 2019-20 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 202 | 114 | 65 | 381 Fall Census | |
| ADA | 180.89 | 102.91 | 61.04 | 344.84 | |
| Unduplicated Count | | | | 303 | |
| 2020-21 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 217 | 95 | 0 | 312 Fall Census | |
| ADA | 207 | 91 | 0 | 298 | |
| Unduplicated Count | | | | 243 | |
| 2021-22 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 225 | 85 | 0 | 310 | |
| ADA | 207 | 78 | 0 | 285 | |
| Unduplicated Count | | | | 241 | |
| 2022-23 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 222 | 88 | 0 | 310 | |
| ADA | 204 | 81 | 0 | 285 | |
| Unduplicated Count | | | | 241 | |
| 2023-24 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 214 | 96 | 0 | 310 | |
| ADA | 197 | 88 | 0 | 285 | |
| Unduplicated Count | | | | 241 | |

FY 2022 - FY 2024 Charter Renewal Budget
 Alan Rowe College Prep
 Rolls up to Fund 05

| | | 2021-22 | 2022-23 | 2023-24 |
|---|----------|--------------------|--------------------|--------------------|
| Funded ADA | | 285 | 285 | 285 |
| LCFF Entitlement | \$11,097 | \$3,132,428 | \$3,215,326 | \$3,306,963 |
| 8096 Transfers to Charter Schools in Lieu of Property Taxes | | \$0 | \$0 | \$0 |
| 8012 Education Protection Act Funds | | \$274,459 | \$274,366 | \$274,019 |
| 8011 LCFF - State Aid | | \$2,857,969 | \$2,940,961 | \$3,032,944 |
| Total Local Control Funding Formula Sources | | \$3,132,428 | \$3,215,326 | \$3,306,963 |
| Federal Revenues | | | | |
| 8181 Special Education Entitlement | \$125.00 | \$39,000 | \$38,750 | \$38,750 |
| 8182 Special Education Discretionary Grants - Mental Health | | \$0 | \$0 | \$0 |
| 8220 Child Nutrition Programs | | \$120,538 | \$120,538 | \$120,538 |
| 8220 Child and Adult Care Food Program | | \$87,552 | \$87,552 | \$87,552 |
| 8290 Title I /Title IV | | \$76,335 | \$76,962 | \$77,608 |
| 8290 Title II | | \$5,481 | \$5,481 | \$5,481 |
| 8290 Other Federal Revenue | | \$0 | \$0 | \$0 |
| Total Federal Revenues | | \$328,906 | \$329,284 | \$329,930 |
| Other State Revenues | | | | |
| 8520 Child Nutrition Programs | | \$10,027 | \$10,027 | \$10,027 |
| 8520 Child and Adult Care Food Program | | \$6,098 | \$6,098 | \$6,098 |
| 8520 School Breakfast Program Expansion Grant | | \$0 | \$0 | \$0 |
| 8560 State Lottery | \$150.00 | \$45,300 | \$43,350 | \$43,350 |
| 8560 State Lottery-PY | | \$0 | \$0 | \$0 |
| 8560 State Lottery - Restricted | \$49.00 | \$14,798 | \$14,161 | \$14,161 |
| 8560 State Lottery - Restricted-PY | | \$0 | \$0 | \$0 |
| 8590 SB740 Facilities Reimbursement | | \$275,953 | \$305,652 | \$355,023 |
| 8590 SB740 Facilities Reimbursement - PY Adjustment | | \$0 | \$0 | \$0 |
| 8590 Classified Employee PD Block Grant | | \$0 | \$0 | \$0 |
| 8590 SSID/STAR/CELDT Testing Reimbursements | | \$0 | \$0 | \$0 |
| 8590 State COVID-19 Funds GF | | \$0 | \$0 | \$0 |
| 8550 Mandate Block Grant | \$17.11 | \$5,099 | \$4,939 | \$5,019 |
| 8550 One-Time per ADA Grants | \$0.00 | \$0 | \$0 | \$0 |
| 8590 Mental Health per ADA | | \$12,000 | \$12,000 | \$12,000 |
| 8792 Special Education Entitlement | \$634.00 | \$174,099 | \$179,359 | \$184,888 |
| Total State Revenues | | \$543,373 | \$575,586 | \$630,566 |
| Other Local Revenue | | | | |
| 8634 Food Service Sales | | \$10,315 | \$10,315 | \$10,315 |
| 8631 Sale of Equipment and Supplies | | \$0 | \$0 | \$0 |
| 8699 All other Local Revenue - Unrestricted Donations/Fundraising | | \$0 | \$0 | \$0 |
| 8699 All Other Local Revenue - Facility Use | | \$0 | \$0 | \$0 |
| Total Local Revenue | | \$10,315 | \$10,315 | \$10,315 |
| Other Financing Sources | | | | |
| 8972 Proceeds From Capital Leases | | \$0 | \$0 | \$0 |
| 8979 Proceeds From TI Loans | | \$0 | \$0 | \$0 |
| 8980 Contribution to Athletic Department | | \$0 | \$0 | \$0 |
| Total Financing Sources | | \$0 | \$0 | \$0 |
| Total Revenues and Other Financing Sources | | \$4,015,022 | \$4,130,510 | \$4,277,773 |
| Resource 0000 - Unrestricted General Education | | | | |
| 1100 Certificated Teachers' Salaries | | \$488,819 | \$503,483 | \$518,588 |
| 1130 Certificated Teachers' Salaries - subs | | \$39,000 | \$39,000 | \$39,000 |

| | | | | |
|---|---------|-----------|-----------|-----------|
| 1300 Certificated Supervisors' and Administrators' Salaries | | \$92,368 | \$94,991 | \$97,692 |
| 1900 Other Certificated Salaries | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$16,662 | \$17,152 | \$17,655 |
| 2200 Noncertificated Support Salaries | | \$96,024 | \$98,703 | \$101,463 |
| 2300 Noncertificated Sup and Admin Salaries | | \$0 | \$0 | \$0 |
| 2400 Clerical, Technical and Office Staff Salaries | | \$88,698 | \$91,359 | \$94,100 |
| 1200 Certificated Pupil Support Salaries | | \$0 | \$0 | \$0 |
| 2900 Other Classified Salaries | | \$90,711 | \$93,387 | \$96,143 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$55,993 | \$57,500 | \$59,052 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$22,345 | \$22,996 | \$23,666 |
| 3401 Health and Welfare, certificated positions | | \$109,558 | \$113,941 | \$118,498 |
| 3402 Health and Welfare, classified positions | | \$50,595 | \$52,618 | \$54,723 |
| 3501 State Unemployment Insurance, certificated | | \$11,000 | \$11,000 | \$11,000 |
| 3502 State Unemployment Insurance, classified | | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | | \$6,512 | \$6,693 | \$6,880 |
| 3602 Workers' Compensation, classified positions | | \$3,067 | \$3,156 | \$3,248 |
| 4100 Approved Textbooks and Core Curricula Materials (also see EPA) | | \$155,380 | \$168,083 | \$181,446 |
| 4200 Books and Other Reference Materials | | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | | | | |
| Instructional (\$1,000 returning/\$1,500 new classes) + PE | | \$13,000 | \$13,000 | \$13,000 |
| Recess/Incentives | | \$2,500 | \$2,500 | \$2,500 |
| Case-It Binders with Logo for MS and HS students | | \$0 | \$0 | \$0 |
| Other (Office/clerical) | | \$20,000 | \$20,000 | \$20,000 |
| Custodial Supplies | | \$18,000 | \$18,000 | \$18,000 |
| Bark Replacement - See Maintenance | | \$500 | \$500 | \$500 |
| PE Uniforms | | \$0 | \$0 | \$0 |
| Promotional Material | | \$0 | \$0 | \$0 |
| Parent Academy Food and Materials | | \$1,500 | \$1,500 | \$1,500 |
| Advocacy Day Food and SWAG | | \$1,800 | \$1,800 | \$1,800 |
| Instructional- Science curriculum supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4400 Non-capitalized equipment | | | | |
| Technology | | \$5,000 | \$5,000 | \$5,000 |
| Furniture | | \$5,000 | \$5,000 | \$5,000 |
| 5200 Travel and Conferences - Parent Academy Presenters | | \$450 | \$450 | \$450 |
| 5300 Dues and Memberships | | | | |
| CSDC | \$3.00 | \$930 | \$930 | \$930 |
| CCSA | \$10.00 | \$3,100 | \$3,100 | \$3,100 |
| EdJoin | | \$100 | \$100 | \$100 |
| Other Dues and Memberships | | \$0 | \$0 | \$0 |
| 5400 Insurance | | \$17,000 | \$17,500 | \$17,500 |
| 5500 Operations and Housekeeping | | | | |
| Utilities (per square foot per mo.) | | \$42,336 | \$42,336 | \$42,336 |
| Alarm Monitoring (Fire and Burglar) | | \$2,000 | \$2,000 | \$2,000 |
| Pest Control | | \$2,088 | \$2,088 | \$2,088 |
| 5600 Rentals, Leases, Repairs | | | | |
| Facility Rent | | \$508,851 | \$508,851 | \$508,851 |
| Repairs | | \$10,000 | \$10,000 | \$10,000 |
| Facilities Maintenance | | \$0 | \$0 | \$0 |
| Copier and Credit Card Terminal Lease | | \$24,000 | \$24,000 | \$24,000 |
| 5710 Charge for Athletics | | \$14,528 | \$16,398 | \$12,654 |
| Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Professional/Consulting Services | | | | |
| BTSA Stipend | | \$0 | \$0 | \$0 |
| Shredding Service (Cintas) | | \$720 | \$720 | \$720 |
| SAYS Elective | | \$0 | \$0 | \$0 |
| Contracted Sub Services | | \$0 | \$0 | \$0 |
| Cintas Uniforms | | \$10,000 | \$10,000 | \$10,000 |
| CRC Per Semester Fees | | \$0 | \$0 | \$0 |
| Landscape Maintenance | | \$0 | \$0 | \$7,200 |

| | | | | |
|---|---------|--------------------|--------------------|--------------------|
| Other Services and Expense (includes finance charges) | | \$5,000 | \$5,000 | \$5,000 |
| Hearing and Vision Screening | | \$3,100 | \$3,100 | \$3,100 |
| Printing and Reproduction | | \$3,826 | \$3,826 | \$3,826 |
| Bottled Water | | \$700 | \$700 | \$700 |
| Fitness Classes - Women's Wellness Club | | \$500 | \$500 | \$500 |
| Legal Expenses | | \$1,500 | \$1,500 | \$1,500 |
| Annual Permits and Fees (Alarm) | | \$1,000 | \$1,000 | \$1,000 |
| Parent Square | \$5.00 | \$1,550 | \$1,550 | \$1,550 |
| Illuminate Licenses (Grading and Assessment) | \$6.78 | \$2,115 | \$2,223 | \$2,223 |
| Aeries License (SIS) | \$10.00 | \$3,120 | \$3,100 | \$3,100 |
| MAP Testing Fees | \$12.50 | \$3,875 | \$3,875 | \$3,875 |
| Edmentum Licenses/Moby Max | | \$4,235 | \$4,235 | \$4,235 |
| Student Persistence Incentive Trips | | \$0 | \$0 | \$0 |
| Leadership Elective Programming (U-Can) | | \$0 | \$0 | \$0 |
| Business Services (Audit) | | \$6,000 | \$6,000 | \$6,000 |
| Printing and Reproduction - Curriculum Materials | | \$17,000 | \$17,000 | \$17,000 |
| Unsecured Property Tax | | \$2,500 | \$2,500 | \$2,500 |
| IT Services | | \$36,000 | \$36,000 | \$36,000 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | \$3,500 | \$3,500 | \$3,500 |
| Embroider Binders with Logo for MS & HS students | | \$0 | \$0 | \$0 |
| Emergency Preparedness Plan | | \$1,500 | \$1,500 | \$1,500 |
| Website Update (META) | | \$0 | \$0 | \$0 |
| Credit Card Processing Fees | | \$1,200 | \$1,200 | \$1,200 |
| CMO Support (% of Revenue Limit & Block Grant) | 12.00% | \$375,891 | \$385,839 | \$396,836 |
| Teacher Support (% of Revenue Limit & Block Grant) | 4.00% | \$125,297 | \$128,613 | \$132,279 |
| Data & Analytical Support | 2.00% | \$62,649 | \$64,307 | \$66,139 |
| District Oversight (% of Revenue Limit & Block Grant) | 1% | \$31,324 | \$32,153 | \$33,070 |
| 5900 Communications | | | | |
| Postage & Postage Meter Rental | | \$2,000 | \$2,000 | \$2,000 |
| Additional wireless /Internet (Consolidated Communications) | | \$10,380 | \$10,380 | \$10,380 |
| Cell Phone Service | | \$3,300 | \$3,300 | \$3,300 |
| Smart Voice and Internet | | \$26,000 | \$26,000 | \$26,000 |
| 6170 Site Improvements | | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | | (\$28,085) | (\$28,125) | (\$28,205) |
| 7438 Debt Service - Interest (Playground) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (Playground) | | \$0 | \$0 | \$0 |
| 7438 Debt Service - Interest (Phone System) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (Phone System) | | \$0 | \$0 | \$0 |
| Total Resource 0000 - Unrestricted General Education | | \$2,738,114 | \$2,803,610 | \$2,873,490 |
| Resource 0020 - Unrestricted Fundraising | | | | |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| Total Resource 0020 - Unrestricted Fundraising | | \$0 | \$0 | \$0 |
| Resource 1100 - Lottery: Unrestricted | | | | |
| 4300 Materials and Supplies | | | | |
| Food and SWAG for parent academies and convention | | \$0 | \$0 | \$0 |
| Food for Meetings | | \$1,750 | \$1,750 | \$1,750 |
| Yoga Mats/Books | | \$1,750 | \$1,750 | \$1,750 |
| Headphones for Chromebooks | | \$200 | \$200 | \$200 |
| Food/Materials for Relay Seminars | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$2,000 | \$2,000 | \$2,000 |
| 5800 Student Field Trips | | \$16,000 | \$16,000 | \$16,000 |
| 5800 Cal Poly 5th Grade Trip | | \$6,000 | \$12,000 | \$12,000 |

| | | | | |
|---|--------|-------------|-------------|-------------|
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| Total Resource 1100 - Lottery: Unrestricted | | \$27,700 | \$33,700 | \$33,700 |
| Resource 1400 - EPA Funds | | | | |
| 1100 Certificated Teachers' Salaries | | \$297,627 | \$306,556 | \$315,752 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$25,680 | \$26,450 | \$27,244 |
| 3401 Health and Welfare, certificated positions | | \$70,408 | \$73,224 | \$76,153 |
| 3601 Workers' Compensation, certificated positions | | \$3,125 | \$3,219 | \$3,315 |
| 4100 Approved Textbooks and Core Curricula Materials | | (\$122,380) | (\$135,083) | (\$148,446) |
| Total Resource 1400 - EPA Funds | | \$274,459 | \$274,366 | \$274,019 |
| Resource 3010 - Title I Part A | | | | |
| 1100 Certificated Teachers' Salaries | | \$30,694 | \$30,694 | \$30,694 |
| 1130 Certificated Teachers' Salaries - subs | | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | | \$0 | \$0 | \$0 |
| 2300 Noncertificated Sup and Admin Salaries | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$17,085 | \$17,586 | \$18,103 |
| 2900 Other Classified Salaries | | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$2,348 | \$2,348 | \$2,348 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$1,307 | \$1,345 | \$1,385 |
| 3401 Health and Welfare, certificated positions | | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | | \$322 | \$322 | \$322 |
| 3602 Workers' Compensation, classified positions | | \$179 | \$185 | \$190 |
| 4300 Materials and Supplies | | \$5,500 | \$5,500 | \$5,500 |
| 4100 Approved Textbooks and Core Curricula Materials | | \$4,638 | \$4,638 | \$4,638 |
| 4200 Books and Other Reference Materials | | \$930 | \$930 | \$930 |
| 5200 Travel and Conferences | | \$0 | \$0 | \$0 |
| 5300 Dues and Subscriptions | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | \$3,000 | \$3,000 | \$3,000 |
| 5900 Communications | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | | | |
| Tuition | | \$0 | \$0 | \$0 |
| Contracted Services | | \$125 | \$125 | \$125 |
| Contracted Substitutes | | \$0 | \$0 | \$0 |
| Bus Passes | | \$250 | \$250 | \$250 |
| Printing | | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 15.00% | \$9,957 | \$10,039 | \$10,123 |
| Total Resource 3010 - Title I Part A | | \$76,335 | \$76,962 | \$77,608 |
| Resource 3310 - Special Ed: IDEA | | | | |
| 2100 Classified Instructional Salaries | | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$37,143 | \$36,905 | \$36,905 |
| 7310 Indirect Costs | 5.00% | \$1,857 | \$1,845 | \$1,845 |
| Total Resource 3310 - Special Ed: IDEA | | \$39,000 | \$38,750 | \$38,750 |
| Resource 4035 - Title II | | | | |
| 1300 Certificated Supervisors' and Administrators' Salaries | | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$0 | \$0 | \$0 |
| 5201 Event Registration | | \$1,800 | \$1,800 | \$1,800 |
| 5602 Temporary Rentals | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$1,600 | \$1,600 | \$1,600 |
| 5801 Software Licenses | | \$1,820 | \$1,820 | \$1,820 |
| 5810 Catering | | \$0 | \$0 | \$0 |

| | | | | |
|--|-------|------------------|------------------|------------------|
| 7350 Administrative Costs | 5.00% | \$261 | \$261 | \$261 |
| Total Resource 4035 - Title II | | \$5,481 | \$5,481 | \$5,481 |
| Resource 5310 Child Nutrition Program | | | | |
| 2200 Noncertificated Support Salaries | | \$29,068 | \$29,913 | \$30,783 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$2,224 | \$2,288 | \$2,355 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$305 | \$314 | \$323 |
| 4300 Materials and Supplies | | \$500 | \$500 | \$500 |
| 4400 Non-capitalized equipment | | \$200 | \$200 | \$200 |
| 4700 Food | | \$123,188 | \$123,188 | \$123,188 |
| 5600 Rentals, Leases, Repairs | | \$750 | \$750 | \$750 |
| 5800 Professional Consulting Services | | \$1,372 | \$1,372 | \$1,372 |
| 7310 Indirect Costs | 5.00% | \$7,880 | \$7,926 | \$7,974 |
| 7438 Debt Service - Interest | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | | \$0 | \$0 | \$0 |
| Total Resource 5310 Child Nutrition Program | | \$165,487 | \$166,451 | \$167,445 |
| Resource 5320 Supper Program | | | | |
| 2200 Noncertificated Support Salaries | | \$5,064 | \$5,211 | \$5,362 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$387 | \$399 | \$410 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$53 | \$55 | \$56 |
| 4300 Materials and Supplies | | \$500 | \$500 | \$500 |
| 4700 Food | | \$67,825 | \$67,825 | \$67,825 |
| 5750 Charge for Program Technician | | \$9,829 | \$9,501 | \$9,141 |
| 7310 Indirect Costs | 5.00% | \$3,692 | \$3,699 | \$3,708 |
| | | \$87,351 | \$87,190 | \$87,003 |
| Resource 6300 Lottery | | | | |
| 4100 Approved Textbooks and Core Curricula Materials (Lottery) | | \$4,798 | \$4,161 | \$4,161 |
| 5800 Printing and Reproduction - Curriculum Materials | | \$10,000 | \$10,000 | \$10,000 |
| Total Resource 6300 Lottery | | \$14,798 | \$14,161 | \$14,161 |
| Resource 6500 - Special Ed | | | | |
| 1100 Certificated Salaries | | \$54,263 | \$54,263 | \$54,263 |
| 1130 Certificated Teachers' Salaries - subs | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative | | \$6,322 | \$6,322 | \$6,322 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$0 | \$0 | \$0 |
| 3401 Health and Welfare | | \$1,461 | \$1,519 | \$1,580 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation | | \$570 | \$570 | \$570 |
| 3602 Workers' Compensation, classified positions | | \$0 | \$0 | \$0 |
| 4200 Books and Other Reference Materials | | \$1,000 | \$1,000 | \$1,000 |
| 4300 Materials and Supplies | | \$2,000 | \$2,000 | \$2,000 |
| 4400 Non-capitalized equipment | | \$800 | \$800 | \$800 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$2,000 | \$2,000 | \$2,000 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | (\$37,143) | (\$36,905) | (\$36,905) |
| 5750 Charge for Program Specialist | | \$117,432 | \$112,819 | \$108,816 |
| 7310 Indirect Costs | 5.00% | \$7,435 | \$7,219 | \$7,022 |
| Total Resource 6500 - Special Ed | | \$156,140 | \$151,608 | \$147,468 |
| Resource 6512 Mental Health | | | | |
| 2100 Classified Instructional Salaries | | \$126,374 | \$130,060 | \$133,857 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$9,668 | \$9,950 | \$10,240 |
| 3402 Health and Welfare, classified positions | | \$7,041 | \$7,323 | \$7,616 |

| | | | | |
|---|-------|--------------------|--------------------|--------------------|
| 3602 Workers' Compensation, classified positions | | \$1,327 | \$1,366 | \$1,405 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | 5.00% | \$7,220 | \$7,435 | \$7,656 |
| Total Resource 6512 Mental Health | | <u>\$151,630</u> | <u>\$156,133</u> | <u>\$160,774</u> |
| Total Expenses | | \$3,736,495 | \$3,808,413 | \$3,879,899 |
| Excess of Revenue over Expenditures | | \$278,527 | \$322,097 | \$397,874 |
| Unrestricted Beginning Fund Balance | | | | |
| Restricted Beginning Fund Balance | | | | |
| Beginning Fund Balance | | <u>\$563,460</u> | <u>\$841,988</u> | <u>\$1,164,085</u> |
| Projected Ending Fund Balance | | <u>\$841,988</u> | <u>\$1,164,085</u> | <u>\$1,561,959</u> |
| Reserved for Economic Uncertainty* | 5% | \$156,621 | \$160,766 | \$165,348 |
| Reserved for Fundraising | | \$0 | \$0 | \$0 |
| Undesignated | | <u>\$685,366</u> | <u>\$1,003,319</u> | <u>\$1,396,611</u> |
| Projected Ending Fund Balance | | <u>\$841,988</u> | <u>\$1,164,085</u> | <u>\$1,561,959</u> |
| Contribution to (from) Unrestricted for Food Service | | (\$28,623) | (\$29,427) | (\$30,233) |
| Contribution to (from) Unrestricted for Special Education | | (121,670) | (116,381) | (111,354) |

* - Per MOU, based on 5% of LCCF

Alan Rowe College Prep
Facilities Costs and Funding

| | | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------|--------|-----------|-----------|-----------|-----------|-----------|
| Square Feet Required | | 23,520 | 23,520 | 23,520 | 23,520 | 23,520 |
| (square footage adj in Aug) | | 23,520 | 23,520 | 23,520 | 23,520 | 20,000 |
| Rent per Square Foot | \$1.07 | \$1.58 | \$1.62 | \$1.66 | \$1.70 | |
| Annual Lease Payments | | \$445,662 | \$456,526 | \$467,715 | \$479,240 | \$750,000 |
| Additional Rent-TI Amortization | | \$41,136 | \$41,136 | \$41,136 | \$41,136 | \$0 |
| Pro-Rata Share per Sq Foot | | \$0.000 | -\$0.030 | \$0.000 | \$0.000 | \$0.000 |
| Common Area Maintenance | | \$0 | -\$8,467 | \$0 | \$0 | \$0 |
| Total Rent Expense | | \$486,798 | \$489,194 | \$508,851 | \$520,376 | \$750,000 |
| Tenant Improvements | | \$6,400 | \$0 | \$0 | \$0 | \$0 |
| Total Rent and TI for SB740 | | \$493,198 | \$489,194 | \$508,851 | \$520,376 | \$750,000 |
| Utilities @ .15 per square foot | \$0.15 | \$42,336 | \$42,336 | \$42,336 | \$42,336 | \$36,528 |

Hazel Mahone College Prep
Student Demographics

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------|---------------|---------------|---------|---------|---------|
| Number of Classes: | | | | | |
| TK | 0 | 1 | 1 | 1 | 1 |
| K-3 | 9 | 8 | 8 | 8 | 8 |
| 4-6 | 3 | 4 | 5 | 6 | 6 |
| 7-8 | 0 | 1 | 2 | 2 | 3 |
| | 12 | 14 | 16 | 17 | 18 |
| ADA Rate | 91.66% | 95.51% | 92% | 92% | 92% |
| Unduplicated Count | 79.48% | 77.88% | 77.88% | 77.88% | 77.88% |
| PY P-2 ADA | 246.04 | 296.07 | 377 | 373 | 387 |
| Projected PY Annual ADA (97%) | 242.13 | 296.07 | 366 | 362 | 375 |
| PY Annual ADA for Lottery (1.0446) | 253 | 309 | 382 | 378 | 392 |

| 2019-20 | K-3 | 4-6 | 7-8 | Total |
|------------|-----|-----|-----|------------------------|
| Enrollment | 236 | 87 | 0 | 323 Fall Census |

| | | | | |
|-----|--------|-------|------|---------------|
| ADA | 215.77 | 80.30 | 0.00 | 296.07 |
|-----|--------|-------|------|---------------|

| | | | | |
|--------------------|--|--|--|-----|
| Unduplicated Count | | | | 257 |
|--------------------|--|--|--|-----|

| 2020-21 | K-3 | 4-6 | 7-8 | Total |
|------------|-----|-----|-----|------------------------|
| Enrollment | 244 | 121 | 29 | 394 Fall Census |

| | | | | |
|-----|-----|-----|----|-----|
| ADA | 233 | 116 | 28 | 377 |
|-----|-----|-----|----|-----|

| | | | | |
|--------------------|--|--|--|-----|
| Unduplicated Count | | | | 306 |
|--------------------|--|--|--|-----|

| 2021-22 | K-3 | 4-6 | 7-8 | Total |
|------------|-----|-----|-----|-------|
| Enrollment | 222 | 134 | 50 | 406 |

| | | | | |
|-----|-----|-----|----|-----|
| ADA | 204 | 123 | 46 | 373 |
|-----|-----|-----|----|-----|

| | | | | |
|--------------------|--|--|--|-----|
| Unduplicated Count | | | | 316 |
|--------------------|--|--|--|-----|

| 2022-23 | K-3 | 4-6 | 7-8 | Total |
|------------|-----|-----|-----|-------|
| Enrollment | 218 | 150 | 52 | 420 |

| | | | | |
|-----|-----|-----|----|-----|
| ADA | 201 | 138 | 48 | 387 |
|-----|-----|-----|----|-----|

| | | | | |
|--------------------|--|--|--|-----|
| Unduplicated Count | | | | 327 |
|--------------------|--|--|--|-----|

| 2023-24 | K-3 | 4-6 | 7-8 | Total |
|------------|-----|-----|-----|-------|
| Enrollment | 210 | 154 | 71 | 435 |

| | | | | |
|-----|-----|-----|----|-----|
| ADA | 193 | 142 | 65 | 400 |
|-----|-----|-----|----|-----|

| | | | | |
|--------------------|--|--|--|-----|
| Unduplicated Count | | | | 339 |
|--------------------|--|--|--|-----|

FY 2022 - FY 2024 Charter Renewal Budget
Hazel Mahone College Prep
Rolls Up to Fund 05

| | 2021-22 | 2022-23 | 2023-24 |
|---|--------------------|--------------------|--------------------|
| Funded ADA | 373 | 387 | 400 |
| LCFF Entitlement | \$11,097 | \$4,053,102 | \$4,310,442 |
| 8096 Transfers to Charter Schools in Lieu of Property Taxes | \$0 | \$0 | \$0 |
| 8012 Education Protection Act Funds | \$355,128 | \$367,813 | \$379,705 |
| 8011 LCFF - State Aid | \$3,697,974 | \$3,942,630 | \$4,202,725 |
| Total Local Control Funding Formula Sources | \$4,053,102 | \$4,310,442 | \$4,582,431 |
| Federal Revenues | | | |
| 8181 Special Education Entitlement | \$125.00 | \$49,250 | \$50,750 |
| 8182 Special Education Discretionary Grants - Mental Health | | \$0 | \$0 |
| 8220 Child Nutrition Programs | | \$188,934 | \$196,025 |
| 8220 Child and Adult Care Food Program | | \$120,400 | \$124,919 |
| 8290 Title I /Title IV | | \$64,962 | \$66,305 |
| 8290 Title II | | \$5,140 | \$5,140 |
| 8290 Other Federal Revenue | | \$35,000 | \$0 |
| Total Federal Revenues | | \$463,686 | \$443,139 |
| Other State Revenues | | | |
| 8520 Child Nutrition Programs | | \$15,542 | \$16,126 |
| 8520 Child and Adult Care Food Program | | \$8,386 | \$8,701 |
| 8520 School Breakfast Program Expansion Grant | | \$0 | \$0 |
| 8560 State Lottery | \$150.00 | \$57,300 | \$56,700 |
| 8560 State Lottery-PY | | \$0 | \$0 |
| 8560 State Lottery - Restricted | \$49.00 | \$18,718 | \$18,522 |
| 8560 State Lottery - Restricted-PY | | \$0 | \$0 |
| 8590 SB740 Facilities Reimbursement | | \$389,764 | \$431,712 |
| 8590 SB740 Facilities Reimbursement - PY Adjustment | | \$0 | \$0 |
| 8590 Classified Employee PD Block Grant | | \$0 | \$0 |
| 8590 SSID/STAR/CELDT Testing Reimbursements | | \$0 | \$0 |
| 8590 State COVID-19 Funds GF | | \$0 | \$0 |
| 8550 Mandate Block Grant | \$17.11 | \$6,450 | \$6,464 |
| 8550 One-Time per ADA Grants | \$0.00 | \$0 | \$0 |
| 8590 Mental Health per ADA | | \$12,000 | \$12,000 |
| 8792 Special Education Entitlement | \$634.00 | \$227,910 | \$243,607 |
| Total State Revenues | | \$736,071 | \$793,832 |
| Other Local Revenue | | | |
| 8634 Food Service Sales | | \$9,480 | \$9,836 |
| 8631 Sale of Equipment and Supplies | | \$0 | \$0 |
| 8699 All other Local Revenue - Unrestricted Donations/Fundraising | | \$0 | \$0 |
| 8699 All Other Local Revenue - Facility Use | | \$0 | \$0 |
| Total Local Revenue | | \$9,480 | \$9,836 |
| Other Financing Sources | | | |
| 8972 Proceeds From Capital Leases | | \$0 | \$0 |
| 8979 Proceeds From TI Loans | | \$0 | \$0 |
| 8980 Contribution to Athletic Department | | \$0 | \$0 |
| Total Financing Sources | | \$0 | \$0 |
| Total Revenues and Other Financing Sources | | \$5,262,339 | \$5,557,250 |
| | | \$5,893,416 | |

Resource 0000 - Unrestricted General Education

| | | | | | |
|------|--|---------|-----------|-----------|-----------|
| 1100 | Certificated Teachers' Salaries | | \$691,010 | \$762,746 | \$838,262 |
| 1130 | Certificated Teachers' Salaries - subs | | \$51,750 | \$54,750 | \$54,750 |
| 1300 | Certificated Supervisors' and Administrators' Salaries | | \$87,350 | \$89,822 | \$92,368 |
| 1900 | Other Certificated Salaries | | \$0 | \$0 | \$0 |
| 2100 | Classified Instructional Salaries | | \$97,611 | \$100,496 | \$103,468 |
| 2200 | Noncertificated Support Salaries | | \$91,808 | \$94,360 | \$96,990 |
| 2300 | Noncertificated Sup and Admin Salaries | | \$0 | \$0 | \$0 |
| 2400 | Clerical, Technical and Office Staff Salaries | | \$80,915 | \$83,342 | \$85,843 |
| 1200 | Certificated Pupil Support Salaries | | \$0 | \$0 | \$0 |
| 2900 | Other Classified Salaries | | \$80,010 | \$82,375 | \$84,812 |
| 3301 | OASDI/Medicare/Alternative, certificated positions | | \$57,884 | \$62,524 | \$62,969 |
| 3302 | OASDI/Medicare/Alternative, classified positions | | \$31,537 | \$32,458 | \$37,595 |
| 3401 | Health and Welfare, certificated positions | | \$105,218 | \$118,881 | \$135,528 |
| 3402 | Health and Welfare, classified positions | | \$58,115 | \$62,253 | \$66,685 |
| 3501 | State Unemployment Insurance, certificated | | \$11,000 | \$11,000 | \$11,000 |
| 3502 | State Unemployment Insurance, classified | | \$0 | \$0 | \$0 |
| 3601 | Workers' Compensation, certificated positions | | \$8,912 | \$9,728 | \$9,772 |
| 3602 | Workers' Compensation, classified positions | | \$3,483 | \$3,585 | \$4,472 |
| 4100 | Approved Textbooks and Core Curricula Materials (also see EPA) | | \$53,969 | \$53,319 | \$53,041 |
| 4200 | Books and Other Reference Materials | | \$0 | \$0 | \$0 |
| 4300 | Materials and Supplies | | | | |
| | Instructional (\$1,000 returning/\$1,500 new classes)+ PE | | \$18,000 | \$18,500 | \$19,500 |
| | Recess/Incentives | | \$2,750 | \$2,750 | \$2,750 |
| | Case-It Binders with Logo for MS and HS students | | | | |
| | Other (Office/clerical) | | \$24,000 | \$24,000 | \$24,000 |
| | Custodial Supplies (includes \$3,100 start up supplies) | | \$16,000 | \$16,000 | \$16,000 |
| | Bark Replacement | | \$0 | \$0 | \$0 |
| | PE Uniforms | | \$0 | \$0 | \$0 |
| | Promotional Material | | \$0 | \$0 | \$0 |
| | Parent Academy Food and Materials | | \$1,500 | \$1,500 | \$1,500 |
| | Advocacy Day Food and SWAG | | \$1,800 | \$1,800 | \$1,800 |
| | Instructional- Science curriculum supplies | | \$1,500 | \$1,500 | \$1,500 |
| 4400 | Non-capitalized equipment | | | | |
| | Technology | | \$0 | \$10,000 | \$10,000 |
| | Furniture | | \$0 | \$5,000 | \$5,000 |
| 5200 | Travel and Conferences - Parent Academy Presenters | | \$450 | \$450 | \$450 |
| 5300 | Dues and Memberships | | | | |
| | CSDC | \$3.00 | \$1,260 | \$1,260 | \$1,305 |
| | CCSA | \$10.00 | \$4,200 | \$4,200 | \$4,350 |
| | EdJoin | | \$100 | \$100 | \$100 |
| | Other Dues and Memberships | | \$0 | \$0 | \$0 |
| 5400 | Insurance | | \$17,000 | \$17,500 | \$17,500 |
| 5500 | Operations and Housekeeping | | | | |
| | Utilities (per square foot per mo.) | | \$58,906 | \$58,906 | \$58,906 |
| | Alarm Monitoring (Fire and Burglar) | | \$896 | \$896 | \$896 |
| | Pest Control | | \$1,584 | \$1,584 | \$1,584 |
| 5600 | Rentals, Leases, Repairs | | | | |
| | Facility Rent | | \$738,780 | \$768,233 | \$793,187 |
| | Repairs | | \$10,000 | \$10,000 | \$10,000 |
| | Facilities Maintenance | | \$0 | \$0 | \$0 |
| | Copier and Credit Card Terminal Lease | | \$25,000 | \$25,000 | \$25,000 |
| 5710 | Charge for Athletics | | \$53,961 | \$51,926 | \$53,463 |
| | Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 | Professional/Consulting Services | | | | |
| | BTSA Stipend | | \$0 | \$0 | \$0 |

| | | | | |
|---|---------|--------------------|--------------------|--------------------|
| Shredding Service (Cintas) | | \$660 | \$660 | \$660 |
| SAYS Elective | | \$17,800 | \$18,000 | \$18,210 |
| Contracted Sub Services | | \$0 | \$0 | \$0 |
| Cintas Uniforms | | \$11,500 | \$11,500 | \$11,500 |
| CRC Per Semester Fees | | \$0 | \$0 | \$0 |
| Landscape Maintenance | | \$0 | \$0 | \$0 |
| Other Services and Expense (includes finance charges) | | \$5,000 | \$5,000 | \$5,000 |
| Hearing and Vision Screening | | \$4,060 | \$4,060 | \$4,060 |
| Printing and Reproduction | | \$3,958 | \$4,106 | \$4,244 |
| Bottled Water | | \$0 | \$0 | \$0 |
| Fitness Classes - Women's Wellness Club | | \$500 | \$500 | \$500 |
| Legal Expenses | | \$1,500 | \$1,500 | \$1,500 |
| Annual Permits and Fees (Alarm) | | \$400 | \$400 | \$400 |
| Parent Square | \$5.00 | \$1,865 | \$1,935 | \$2,000 |
| Illuminate Licenses (Grading and Assessment) | \$6.78 | \$2,556 | \$2,674 | \$2,775 |
| Aeries License (SIS) | \$10.00 | \$3,770 | \$3,730 | \$3,870 |
| MAP Testing Fees | \$12.50 | \$4,663 | \$4,838 | \$5,000 |
| Edmentum Licenses/Moby Max | | \$4,235 | \$4,235 | \$4,235 |
| Student Persistence Incentive Trips | | \$0 | \$0 | \$0 |
| Leadership Elective Programming (U-Can) | | \$0 | \$0 | \$0 |
| Business Services (Audit) | | \$6,000 | \$6,000 | \$6,000 |
| Printing and Reproduction - Curriculum Materials | | \$13,000 | \$13,000 | \$13,000 |
| Unsecured Property Tax | | \$2,500 | \$2,500 | \$2,500 |
| IT Services | | \$45,500 | \$45,500 | \$45,500 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | \$3,500 | \$3,500 | \$3,500 |
| Embroider Binders with Logo for MS & HS students | | \$540 | \$540 | \$540 |
| Emergency Preparedness Plan | | \$1,500 | \$1,500 | \$1,500 |
| Website Update (META) | | \$0 | \$0 | \$0 |
| Credit Card Processing Fees | | \$2,200 | \$2,200 | \$2,200 |
| CMO Support (% of Revenue Limit & Block Grant) | 12.00% | \$486,372 | \$517,253 | \$549,892 |
| Teacher Support (% of Revenue Limit & Block Grant) | 4.00% | \$162,124 | \$172,418 | \$183,297 |
| Data & Analytical Support | 2.00% | \$81,062 | \$86,209 | \$91,649 |
| District Oversight (% of Revenue Limit & Block Grant) | 1% | \$40,531 | \$43,104 | \$45,824 |
| 5900 Communications | | | | |
| Postage & Postage Meter Rental | | \$3,086 | \$3,086 | \$3,086 |
| Additional wireless | | \$0 | \$0 | \$0 |
| Cell Phone Service | | \$1,560 | \$1,560 | \$1,560 |
| Smart Voice and Internet | | \$33,000 | \$33,000 | \$33,000 |
| 6170 Site Improvements | | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | | (\$31,996) | (\$32,829) | (\$33,642) |
| 7438 Debt Service - Interest (TI) | | \$39,228 | \$40,794 | \$41,335 |
| 7439 Debt Service - Principal (TI) | | \$108,171 | \$110,079 | \$109,538 |
| 7438 Debt Service - Interest (Phone System) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (Phone System) | | \$0 | \$0 | \$0 |
| Total Resource 0000 - Unrestricted General Education | | \$3,548,604 | \$3,755,297 | \$3,950,577 |
| Resource 0020 - Unrestricted Fundraising | | | | |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| Total Resource 0020 - Unrestricted Fundraising | | \$0 | \$0 | \$0 |
| Resource 1100 - Lottery: Unrestricted | | | | |

| | | | |
|--|-----------------|-----------------|-----------------|
| 4300 Materials and Supplies | \$0 | \$0 | \$0 |
| Food and SWAG for parent academies and convention | \$0 | \$0 | \$0 |
| Food for Meetings | \$1,750 | \$1,750 | \$1,750 |
| Yoga Mats/Books | \$1,500 | \$1,500 | \$1,500 |
| Headphones for Chromebooks | \$200 | \$200 | \$200 |
| Food/Materials for Relay Seminars | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$2,500 | \$2,500 | \$2,500 |
| 5800 Student Field Trips | \$17,000 | \$17,000 | \$17,000 |
| 5800 Cal Poly 5th Grade Trip | \$12,000 | \$12,000 | \$12,000 |
| 6200 Leasehold Improvements | \$0 | \$0 | \$0 |
| Total Resource 1100 - Lottery: Unrestricted | \$34,950 | \$34,950 | \$34,950 |

Resource 1400 - EPA Funds

| | | | |
|---|------------------|------------------|------------------|
| 1100 Certificated Teachers' Salaries | \$283,489 | \$291,994 | \$300,753 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$21,687 | \$22,338 | \$23,008 |
| 3401 Health and Welfare, certificated positions | \$36,439 | \$39,033 | \$41,813 |
| 3601 Workers' Compensation, certificated positions | \$2,977 | \$3,066 | \$3,158 |
| 4100 Approved Textbooks and Core Curricula Materials | \$10,536 | \$11,382 | \$10,974 |
| Total Resource 1400 - EPA Funds | \$355,128 | \$367,813 | \$379,705 |

Resource 3010 - Title I Part A

| | | | |
|---|-----------------|-----------------|-----------------|
| 1100 Certificated Teachers' Salaries | \$37,422 | \$38,497 | \$39,604 |
| 1130 Certificated Teachers' Salaries - subs | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2300 Noncertificated Sup and Admin Salaries | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 2900 Other Classified Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$2,863 | \$2,945 | \$3,030 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3401 Health and Welfare, certificated positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$393 | \$404 | \$416 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | \$5,500 | \$5,500 | \$5,500 |
| 4100 Approved Textbooks and Core Curricula Materials | \$6,159 | \$6,159 | \$6,159 |
| 4200 Books and Other Reference Materials | \$777 | \$777 | \$777 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5300 Dues and Subscriptions | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | \$3,000 | \$3,000 | \$3,000 |
| 5900 Communications | | | |
| 5800 Consulting Services | | | |
| Tuition | \$0 | \$0 | \$0 |
| Contracted Services | \$125 | \$125 | \$125 |
| Contracted Substitutes | \$0 | \$0 | \$0 |
| Bus Passes | \$250 | \$250 | \$250 |
| Printing | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 15.00% \$8,473 | \$8,649 | \$8,829 |
| Total Resource 3010 - Title I Part A | \$64,962 | \$66,305 | \$67,689 |

Resource 3310 - Special Ed: IDEA

| | | | |
|---|-----------------|-----------------|-----------------|
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$46,905 | \$48,333 | \$50,000 |
| 7310 Indirect Costs | 5.00% \$2,345 | \$2,417 | \$2,500 |
| Total Resource 3310 - Special Ed: IDEA | \$49,250 | \$50,750 | \$52,500 |

| Resource 4035 - Title II | | | | |
|---------------------------------------|--|----------------|----------------|----------------|
| 1300 | Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 3301 | OASDI/Medicare/Alternative, certificated positions | \$0 | \$0 | \$0 |
| 3601 | Workers' Compensation, certificated positions | \$0 | \$0 | \$0 |
| 5200 | Travel and Conferences | \$0 | \$0 | \$0 |
| 5201 | Event Registration | \$1,800 | \$1,800 | \$1,800 |
| 5602 | Temporary Rentals | \$0 | \$0 | \$0 |
| 5800 | Consulting Services | \$1,600 | \$1,600 | \$1,600 |
| 5801 | Software Licenses | \$1,495 | \$1,495 | \$1,495 |
| 5810 | Catering | \$0 | \$0 | \$0 |
| 7350 | Administrative Costs | 5.00% \$245 | \$245 | \$245 |
| Total Resource 4035 - Title II | | \$5,140 | \$5,140 | \$5,140 |

| Resource 4610 Public Charter School Grants | | | | |
|---|---|-----------------|------------|------------|
| 1100 | Certificated Teachers' Salaries | \$0 | \$0 | \$0 |
| 2300 | Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 1300 | Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2100 | Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 3301 | OASDI/Medicare/Alternative, certificated positions | \$0 | \$0 | \$0 |
| 3302 | OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3401 | Health and Welfare, certificated positions | \$0 | \$0 | \$0 |
| 3402 | Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3601 | Workers' Compensation, certificated positions | \$0 | \$0 | \$0 |
| 3602 | Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 4100 | Approved Textbooks and Core Curricula Materials | \$0 | \$0 | \$0 |
| 4200 | Books and Other Reference Materials | \$0 | \$0 | \$0 |
| 4300 | Materials and Supplies | | | |
| | Case-It Binders with Logo - binder cost | \$0 | \$0 | \$0 |
| | PE Athletics/Science and Music Supplies | \$0 | \$0 | \$0 |
| 4400 | Non-capitalized equipment | | | |
| | Technology | \$15,000 | \$0 | \$0 |
| | Furniture | \$20,000 | \$0 | \$0 |
| 5300 | Dues and Subscriptions (AVID) | \$0 | \$0 | \$0 |
| 5800 | Professional/Consulting Services | | | |
| | Cal Poly Curriculum Development | \$0 | \$0 | \$0 |
| | Leadership Elective Programming | \$0 | \$0 | \$0 |
| | Transportation | \$0 | \$0 | \$0 |
| | Advertising | \$0 | \$0 | \$0 |
| | Case-It Binders with Logo for MS and HS students & printing | \$0 | \$0 | \$0 |
| | U-Can College Admittance Program | \$0 | \$0 | \$0 |
| | CRC Per Semester Student Fees | \$0 | \$0 | \$0 |
| | Emergency Preparedness Plan | \$0 | \$0 | \$0 |
| | Legal and Appraisal Expenses | \$0 | \$0 | \$0 |
| | Relay Graduate School Tuition | \$0 | \$0 | \$0 |
| 5200 | Travel and Conferences | \$0 | \$0 | \$0 |
| 5710 | Charge for Athletics | \$0 | \$0 | \$0 |
| 6400 | Furniture & Equipment | \$0 | \$0 | \$0 |
| Total Resource 4610 Public Charter School Grants | | \$35,000 | \$0 | \$0 |

| Resource 5310 Child Nutrition Program | | | | |
|--|--|----------|----------|----------|
| 2200 | Noncertificated Support Salaries | \$30,768 | \$31,664 | \$32,587 |
| 3302 | OASDI/Medicare/Alternative, classified positions | \$3,220 | \$3,314 | \$3,410 |
| 3402 | Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3602 | Workers' Compensation, classified positions | \$323 | \$332 | \$342 |
| 4300 | Materials and Supplies | \$1,000 | \$1,000 | \$1,000 |

| | | | | |
|--|-------|------------------|------------------|------------------|
| 4400 Non-capitalized equipment | | \$200 | \$200 | \$200 |
| 4700 Food | | \$171,183 | \$177,608 | \$183,575 |
| 5600 Rentals, Leases, Repairs | | \$750 | \$750 | \$750 |
| 5800 Professional Consulting Services | | \$1,372 | \$1,372 | \$1,372 |
| 7310 Indirect Costs | 5.00% | \$10,441 | \$10,812 | \$11,162 |
| 7438 Debt Service - Interest | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | | \$0 | \$0 | \$0 |
| Total Resource 5310 Child Nutrition Program | | \$219,257 | \$227,052 | \$234,398 |
| Resource 5320 Supper Program | | | | |
| 2200 Noncertificated Support Salaries | | \$5,245 | \$5,396 | \$5,553 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$611 | \$629 | \$647 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$55 | \$57 | \$58 |
| 4300 Materials and Supplies | | 500 | 500 | 500 |
| 4700 Food | | \$93,271 | \$96,772 | \$100,022 |
| 5750 Charge for Program Technician | | \$12,864 | \$12,901 | \$12,830 |
| 7310 Indirect Costs | 5.00% | \$4,984 | \$5,168 | \$5,339 |
| Total Resource 5320 Supper Program | | \$117,530 | \$121,422 | \$124,949 |
| Resource 6300 Lottery | | | | |
| 4100 Approved Textbooks and Core Curricula Materials (Lottery) | | (\$282) | (\$478) | \$208 |
| 5800 Printing and Reproduction - Curriculum Materials | | \$19,000 | \$19,000 | \$19,000 |
| Total Resource 6300 Lottery | | \$18,718 | \$18,522 | \$19,208 |
| Resource 6500 - Special Ed | | | | |
| 1100 Certificated Salaries | | \$55,711 | \$57,382 | \$59,103 |
| 1130 Certificated Teachers' Salaries - subs | | 0 | 0 | \$0 |
| 2100 Classified Instructional Salaries | | \$24,991 | \$25,720 | \$26,471 |
| 3301 OASDI/Medicare/Alternative | | \$5,933 | \$6,111 | \$6,295 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$1,912 | \$1,968 | \$2,025 |
| 3401 Health and Welfare | | \$21,536 | \$23,069 | \$24,712 |
| 3402 Health and Welfare, classified positions | | \$2,601 | \$2,787 | \$2,985 |
| 3601 Workers' Compensation | | \$585 | \$603 | \$621 |
| 3602 Workers' Compensation, classified positions | | \$262 | \$270 | \$278 |
| 4200 Books and Other Reference Materials | | \$2,500 | \$2,500 | \$2,500 |
| 4300 Materials and Supplies | | \$2,000 | \$2,000 | \$2,000 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$2,000 | \$2,000 | \$2,000 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | (\$46,905) | (\$48,333) | (\$50,000) |
| 5750 Charge for Program Specialist | | \$153,692 | \$153,197 | \$152,724 |
| 7310 Indirect Costs | 5.00% | \$11,341 | \$11,464 | \$11,586 |
| Total Resource 6500 - Special Ed | | \$238,160 | \$240,737 | \$243,299 |
| Resource 6512 Mental Health | | | | |
| 2100 Classified Instructional Salaries | | \$53,072 | \$54,623 | \$56,220 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$4,060 | \$4,179 | \$4,301 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$557 | \$574 | \$590 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | 5.00% | \$2,884 | \$2,969 | \$3,056 |
| Total Resource 6512 Mental Health | | \$60,574 | \$62,344 | \$64,166 |

| | | | | |
|---|----|--------------------|--------------------|--------------------|
| Total Expenses | | \$4,747,272 | \$4,950,332 | \$5,176,581 |
| Excess of Revenue over Expenditures | | \$515,067 | \$606,917 | \$716,835 |
| Unrestricted Beginning Fund Balance | | | | |
| Restricted Beginning Fund Balance | | | | |
| Beginning Fund Balance | | \$1,119,632 | \$1,634,699 | \$2,241,616 |
| Projected Ending Fund Balance | | \$1,634,699 | \$2,241,616 | \$2,958,451 |
| Reserved for Economic Uncertainty* | 5% | \$202,655 | \$215,522 | \$229,122 |
| Reserved for Fundraising | | \$0 | \$0 | \$0 |
| Undesignated | | \$1,432,044 | \$2,026,094 | \$2,729,330 |
| Projected Ending Fund Balance | | \$1,634,699 | \$2,241,616 | \$2,958,451 |
| Contribution to (from) Unrestricted for Food Service | | (\$3,524) | (\$2,704) | (\$1,961) |
| Contribution to (from) Unrestricted for Special Education | | (58,824) | (47,473) | (35,917) |

* - Per MOU, based on 5% of LCCF

Hazel Mahone College Prep
Facilities Costs and Funding

| | | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------|--------|-----------|-----------|-----------|-----------|
| Square Feet Required | | 40,907 | 40,907 | 40,907 | 40,907 |
| (square footage adj in Aug) | | 40,907 | 40,907 | 40,907 | 40,907 |
| Rent per Square Foot | \$1.20 | \$1.36 | \$1.42 | \$1.48 | \$1.53 |
| Annual Lease Payments | | \$665,148 | \$694,601 | \$724,054 | \$749,007 |
| Pro-Rata Share per Sq Foot | | \$0.09 | \$0.09 | \$0.09 | \$0.09 |
| Common Area Maintenance | | \$44,180 | \$44,180 | \$44,180 | \$44,180 |
| Total Rent Expense | | \$709,327 | \$738,780 | \$768,233 | \$793,187 |
| Tenant Improvements | | \$18,630 | \$0 | \$0 | \$0 |
| Total Rent and TI for SB740 | | \$727,957 | \$738,780 | \$768,233 | \$793,187 |
| Utilities @ .12 per square foot | \$0.12 | \$58,906 | \$58,906 | \$58,906 | \$58,906 |

Rex and Margaret Early College High School
Student Demographics

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------|--------------|---------------|---------|---------|---------|
| Number of Classes: | | | | | |
| TK | 0 | 0 | 0 | 0 | 0 |
| K-3 | 0 | 0 | 0 | 0 | 0 |
| 4-8 | 0 | 0 | 0 | 0 | 0 |
| 9-12 | 4 | 6 | 9 | 11 | 12 |
| | 4 | 6 | 9 | 11 | 12 |
| ADA Rate | 92.12% | 93.99% | 92% | 92% | 92% |
| Unduplicated Count | 79.48% | 77.88% | 77.88% | 77.88% | 77.88% |
| PY P-2 ADA | 65.90 | 91.20 | 174 | 216 | 256 |
| Projected PY Annual ADA (97%) | 61.22 | 91.20 | 169 | 210 | 248 |
| PY Annual ADA for Lottery (1.0446) | 64 | 95.27 | 176 | 219 | 259 |

| 2019-20 | K-3 | 4-8 | 9-12 | Total |
|------------|-----|-----|------|-----------------------|
| Enrollment | 0 | 0 | 99 | 99 Fall Census |

| | | | | |
|-----|------|------|-------|--------------|
| ADA | 0.00 | 0.00 | 91.20 | 91.20 |
|-----|------|------|-------|--------------|

| | | | | |
|--------------------|--|--|--|----|
| Unduplicated Count | | | | 79 |
|--------------------|--|--|--|----|

| 2020-21 | K-3 | 4-8 | 9-12 | Total |
|------------|-----|-----|------|------------------------|
| Enrollment | 0 | 0 | 185 | 185 Fall Census |

| | | | | |
|-----|---|---|-----|-----|
| ADA | 0 | 0 | 174 | 174 |
|-----|---|---|-----|-----|

| | | | | |
|--------------------|--|--|--|-----|
| Unduplicated Count | | | | 144 |
|--------------------|--|--|--|-----|

| 2021-22 | K-3 | 4-8 | 9-12 | Total |
|------------|-----|-----|------|-------|
| Enrollment | 0 | 0 | 235 | 235 |

| | | | | |
|-----|---|---|-----|-----|
| ADA | 0 | 0 | 216 | 216 |
|-----|---|---|-----|-----|

| | | | | |
|--------------------|--|--|--|-----|
| Unduplicated Count | | | | 183 |
|--------------------|--|--|--|-----|

| 2022-23 | K-3 | 4-8 | 9-12 | Total |
|------------|-----|-----|------|-------|
| Enrollment | 0 | 0 | 278 | 278 |

| | | | | |
|-----|---|---|-----|-----|
| ADA | 0 | 0 | 256 | 256 |
|-----|---|---|-----|-----|

| | | | | |
|--------------------|--|--|--|-----|
| Unduplicated Count | | | | 217 |
|--------------------|--|--|--|-----|

| 2023-24 | K-3 | 4-8 | 9-12 | Total |
|------------|-----|-----|------|-------|
| Enrollment | 0 | 0 | 305 | 305 |

| | | | | |
|-----|---|---|-----|-----|
| ADA | 0 | 0 | 281 | 281 |
|-----|---|---|-----|-----|

| | | | | |
|--------------------|--|--|--|-----|
| Unduplicated Count | | | | 238 |
|--------------------|--|--|--|-----|

FY 2022 - FY 2024 Charter Renewal Budget
Rex and Margaret Fortune Early College High School
Rolls Up to Fund 05

| | 2021-22 | 2022-23 | 2023-24 |
|---|--------------------|--------------------|--------------------|
| Funded ADA | 216 | 256 | 281 |
| LCFF Entitlement | \$11,097 | \$2,732,521 | \$3,327,105 |
| 8096 Transfers to Charter Schools in Lieu of Property Taxes | \$0 | \$0 | \$0 |
| 8012 Education Protection Act Funds | \$239,420 | \$283,904 | \$311,869 |
| 8011 LCFF - State Aid | \$2,493,101 | \$3,043,201 | \$3,451,891 |
| Total Local Control Funding Formula Sources | \$2,732,521 | \$3,327,105 | \$3,763,760 |
| Federal Revenues | | | |
| 8181 Special Education Entitlement | \$125 | \$23,125 | \$29,375 |
| 8182 Special Education Discretionary Grants - Mental Health | | \$0 | \$0 |
| 8220 Child Nutrition Programs | | \$55,203 | \$65,426 |
| 8220 Child and Adult Care Food Program | | \$35,500 | \$42,074 |
| 8290 Title I /Title IV | | \$44,351 | \$45,393 |
| 8290 Title II | | \$4,662 | \$4,662 |
| 8290 Other Federal Revenue | | \$99,071 | \$31,457 |
| Total Federal Revenues | | \$261,911 | \$218,386 |
| Other State Revenues | | | |
| 8520 Child Nutrition Programs | | \$4,267 | \$5,057 |
| 8520 Child and Adult Care Food Program | | \$2,473 | \$2,931 |
| 8520 School Breakfast Program Expansion Grant | | \$0 | \$0 |
| 8560 State Lottery (begins in FY2018-19) | \$150 | \$26,400 | \$32,850 |
| 8560 State Lottery-PY | | \$0 | \$0 |
| 8560 State Lottery - Restricted | \$49 | \$8,624 | \$10,731 |
| 8560 State Lottery - Restricted-PY | | \$0 | \$0 |
| 8590 SB740 Facilities Reimbursement | | \$523,252 | \$579,566 |
| 8590 SB740 Facilities Reimbursement - PY Adjustment | | \$0 | \$0 |
| 8590 Classified Employee PD Block Grant | | \$0 | \$0 |
| 8590 SSID/STAR/CELDT Testing Reimbursements | | \$0 | \$0 |
| 8590 State COVID-19 Funds GF | | \$0 | \$0 |
| 8550 Mandate Block Grant | \$46.87 | \$8,155 | \$10,124 |
| 8550 One-Time per ADA Grants | \$0.00 | \$0 | \$0 |
| 8590 Mental Health per ADA | | \$21,600 | \$14,400 |
| 8792 Special Education Entitlement | \$634 | \$132,142 | \$161,272 |
| Total State Revenues | | \$726,913 | \$816,931 |
| Other Local Revenue | | | |
| 8634 Food Service Sales | | \$4,257 | \$5,045 |
| 8631 Sale of Equipment and Supplies | | \$0 | \$0 |
| 8699 All other Local Revenue - Unrestricted Donations | | \$0 | \$0 |
| 8699 All Other Local Revenue - Facility Use | | \$0 | \$0 |
| Total Local Revenue | | \$4,257 | \$5,045 |
| Other Financing Sources | | | |
| 8972 Proceeds From Capital Leases | | \$0 | \$0 |
| 8979 Proceeds From TI Loans | | \$0 | \$0 |
| 8980 Contribution to Athletic Department | | \$0 | \$0 |
| Total Financing Sources | | \$0 | \$0 |
| Total Revenues and Other Financing Sources | | \$3,725,602 | \$4,367,466 |
| | | \$4,614,712 | |

Resource 0000 - Unrestricted General Education

| | | | | |
|------|---|-----------|-------------|------------|
| 1100 | Certificated Teachers' Salaries | \$383,911 | \$531,896 | \$484,308 |
| 1130 | Certificated Teachers' Salaries - subs | \$28,500 | \$36,000 | \$36,000 |
| 1300 | Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 1900 | Other Certificated Salaries | \$0 | \$0 | \$0 |
| 2100 | Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 2200 | Noncertificated Support Salaries | \$69,938 | \$71,000 | \$72,093 |
| 2300 | Noncertificated Sup and Admin Salaries | \$123,600 | \$127,308 | \$131,127 |
| 2400 | Clerical, Technical and Office Staff Salaries | \$90,674 | \$93,394 | \$96,196 |
| 1200 | Certificated Pupil Support Salaries | \$66,656 | \$128,656 | \$132,516 |
| 2900 | Other Classified Salaries | \$81,167 | \$83,566 | \$86,037 |
| 3301 | OASDI/Medicare/Alternative, certificated positions | \$41,018 | \$57,787 | \$52,770 |
| 3302 | OASDI/Medicare/Alternative, classified positions | \$36,522 | \$37,536 | \$38,580 |
| 3401 | Health and Welfare, certificated positions | \$61,707 | \$154,040 | \$156,391 |
| 3402 | Health and Welfare, classified positions | \$59,250 | \$61,620 | \$64,084 |
| 3501 | State Unemployment Insurance, certificated | \$11,000 | \$11,000 | \$11,000 |
| 3502 | State Unemployment Insurance, classified | \$0 | \$0 | \$0 |
| 3601 | Workers' Compensation, certificated positions | \$5,543 | \$7,842 | \$6,855 |
| 3602 | Workers' Compensation, classified positions | \$3,323 | \$3,412 | \$4,047 |
| 4100 | Approved Textbooks and Core Curricula Materials | (\$3,933) | (\$44,013) | (\$67,223) |
| 4200 | Books and Other Reference Materials | \$0 | \$0 | \$0 |
| 4300 | Materials and Supplies | | | |
| | Instructional (\$1,000 returning/\$1,500 new classes) | \$11,000 | \$13,000 | \$13,500 |
| | Recess/Incentives | \$1,500 | \$1,500 | \$1,500 |
| | Case-It Binders with Logo for MS and HS students | \$0 | \$2,500 | \$2,500 |
| | Other (Office/clerical) | \$20,000 | \$20,000 | \$20,000 |
| | Custodial Supplies (includes \$3,100 start up supplies) | \$15,400 | \$15,400 | \$12,000 |
| | Bark Replacement | \$0 | \$0 | \$0 |
| | PE Uniforms | \$5,000 | \$5,000 | \$5,000 |
| | Promotional Material | \$0 | \$0 | \$0 |
| | Parent Academy Food and Materials | \$1,500 | \$1,500 | \$1,500 |
| | Advocacy Day Food and SWAG | \$1,800 | \$1,800 | \$1,800 |
| | Instructional- Science curriculum supplies | \$0 | \$0 | \$0 |
| 4400 | Non-capitalized equipment | | | |
| | Technology | \$0 | \$5,000 | \$5,000 |
| | Furniture | \$0 | \$5,000 | \$5,000 |
| 5200 | Travel and Conferences - Parent Academy Presenters | \$450 | \$450 | \$450 |
| 5300 | Dues and Memberships | | | |
| | CSDC | \$3.00 | \$834 | \$834 |
| | CCSA | \$10.00 | \$2,780 | \$2,780 |
| | EdJoin | | \$100 | \$100 |
| | Other Dues and Memberships | | \$129 | \$4,688 |
| 5400 | Insurance | \$17,000 | \$17,500 | \$17,500 |
| 5500 | Operations and Housekeeping | | | |
| | Utilities (per square foot per mo.) | \$64,800 | \$64,800 | \$36,000 |
| | Alarm Monitoring (Fire and Burglar) | \$1,500 | \$1,500 | \$1,500 |
| | Pest Control | \$1,000 | \$1,000 | \$1,000 |
| 5600 | Rentals, Leases, Repairs | | | |
| | Facility Rent | \$905,258 | \$1,119,615 | \$753,206 |
| | Repairs | \$5,000 | \$5,000 | \$5,000 |
| | Facilities Maintenance | \$10,000 | \$10,000 | \$10,000 |
| | Copier and Credit Card Terminal Lease | \$20,000 | \$20,000 | \$20,000 |
| 5710 | Charge for Athletics | \$97,546 | \$94,971 | \$96,487 |
| | Transfer of Direct Costs | \$0 | \$0 | \$0 |
| 5800 | Professional/Consulting Services | | | |
| | BTSA Stipend | \$0 | \$0 | \$0 |

| | | | | |
|---|---------|--------------------|--------------------|--------------------|
| Shredding Service (Cintas) | | \$720 | \$720 | \$720 |
| SAYS Elective | | \$0 | \$0 | \$0 |
| Contracted Sub Services | | \$0 | \$0 | \$0 |
| Cintas Uniforms | | \$6,000 | \$6,000 | \$6,000 |
| CRC Per Semester Fees | | \$0 | \$410 | \$410 |
| Landscape Maintenance | | \$9,900 | \$10,800 | \$6,750 |
| Other Services and Expense (includes finance charges) | | \$9,000 | \$5,000 | \$5,000 |
| Hearing and Vision Screening | | \$2,780 | \$2,780 | \$3,050 |
| Printing and Reproduction | | \$4,966 | \$5,885 | \$6,460 |
| Bottled Water | | \$1,248 | \$1,248 | \$1,248 |
| Fitness Classes - Women's Wellness Club | | \$500 | \$500 | \$500 |
| Legal Expenses | | \$1,250 | \$1,250 | \$1,250 |
| Annual Permits and Fees (Alarm) | | \$300 | \$300 | \$300 |
| Parent Square | \$5.00 | \$1,080 | \$1,280 | \$1,405 |
| Illuminate Licenses (Grading and Assessment) | \$6.78 | \$1,180 | \$1,549 | \$1,836 |
| Aeries License (SIS) | \$10.00 | \$1,740 | \$2,160 | \$2,560 |
| MAP Testing Fees | \$12.50 | \$2,700 | \$3,200 | \$3,513 |
| Edmentum Licenses/Moby Max | | \$4,235 | \$4,235 | \$4,235 |
| Student Persistence Incentive Trips | | \$0 | \$0 | \$0 |
| Leadership Elective Programming (U-Can) | | \$20,000 | \$20,000 | \$20,000 |
| Business Services (Audit) | | \$6,000 | \$6,000 | \$6,000 |
| Printing and Reproduction - Curriculum Materials | | \$0 | \$0 | \$0 |
| Unsecured Property Tax | | \$1,500 | \$1,500 | \$1,500 |
| IT Services | | \$32,400 | \$32,400 | \$27,000 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | \$3,500 | \$3,500 | \$3,500 |
| Embroider Binders with Logo for MS & HS students | | \$0 | \$1,000 | \$1,000 |
| Emergency Preparedness Plan | | \$1,000 | \$1,000 | \$1,000 |
| Website Update (META) | | \$0 | \$0 | \$0 |
| Credit Card Processing Fees | | \$1,000 | \$1,000 | \$1,000 |
| CMO Support (% of Revenue Limit & Block Grant) | 10.00% | \$273,252 | \$332,711 | \$451,651 |
| Teacher Support (% of Revenue Limit & Block Grant) | 4.00% | \$109,301 | \$133,084 | \$150,550 |
| Data & Analytical Support | 2.00% | \$54,650 | \$66,542 | \$75,275 |
| District Oversight (% of Revenue Limit & Block Grant) | 1.00% | \$27,325 | \$33,271 | \$37,638 |
| 5900 Communications | | | | |
| Postage & Postage Meter Rental | | \$3,000 | \$3,000 | \$3,000 |
| Additional wireless | | \$0 | \$0 | \$0 |
| Cell Phone Service | | \$2,460 | \$2,460 | \$2,460 |
| Smart Voice and Internet | | \$21,600 | \$21,600 | \$20,000 |
| 6170 Site Improvements | | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | | (\$19,764) | (\$21,247) | (\$22,233) |
| 7438 Debt Service - Interest (TI/Playground) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (TI/Playground) | | \$0 | \$0 | \$0 |
| 7438 Debt Service - Interest (Phone System) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (Phone System) | | \$0 | \$0 | \$0 |
| Total Resource 0000 - Unrestricted General Education | | \$2,826,298 | \$3,460,120 | \$3,147,054 |
| Resource 0020/0021 - Unrestricted Fundraising | | | | |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| Total Resource 0020 - Unrestricted Fundraising | | \$0 | \$0 | \$0 |
| Resource 1100 - Lottery: Unrestricted | | | | |

| | | | |
|--|-----------------|-----------------|-----------------|
| 4300 Materials and Supplies | \$0 | \$0 | \$0 |
| Food and SWAG for parent academies and convention | \$0 | \$0 | \$0 |
| Food for Meetings | \$1,250 | \$1,250 | \$1,250 |
| Yoga Mats/Books | \$0 | \$0 | \$0 |
| Headphones for Chromebooks | \$200 | \$200 | \$200 |
| Food/Materials for Relay Seminars | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$2,000 | \$2,000 | \$2,000 |
| 5800 Student Field Trips | \$12,000 | \$12,000 | \$12,000 |
| 5800 Cal Poly 5th Grade Trip | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | \$0 | \$0 | \$0 |
| Total Resource 1100 - Lottery: Unrestricted | \$15,450 | \$15,450 | \$15,450 |

Resource 1400 - EPA Funds

| | | | |
|---|------------------|------------------|------------------|
| 1100 Certificated Teachers' Salaries | \$170,563 | \$175,680 | \$180,950 |
| 3301 OASDI/Medicare/Alternative, classified positions | \$13,048 | \$13,439 | \$13,843 |
| 3401 Health and Welfare, certificated positions | \$23,710 | \$24,658 | \$25,644 |
| 3601 Workers' Compensation, certificated positions | \$1,791 | \$1,845 | \$1,900 |
| 4100 Approved Textbooks and Core Curricula Materials | \$30,309 | \$68,282 | \$89,532 |
| Total Resource 1400 - EPA Funds | \$239,420 | \$283,904 | \$311,869 |

Resource 3010 - Title I Part A

| | | | |
|--|-----------------|-----------------|-----------------|
| 1100 Certificated Teachers' Salaries | \$27,775 | \$28,608 | \$29,466 |
| 1130 Certificated Teachers' Salaries - subs | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2300 Noncertificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 2900 Other Classified Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$2,125 | \$2,189 | \$2,254 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3401 Health and Welfare, certificated positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$292 | \$300 | \$309 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | \$5,000 | \$5,000 | \$5,000 |
| 4100 Approved Textbooks and Core Curricula Materials | \$0 | \$0 | \$0 |
| 4200 Books and Other Reference Materials | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5300 Dues and Subscriptions | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | \$3,000 | \$3,000 | \$3,000 |
| 5900 Communication | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | | |
| Tuition | \$0 | \$0 | \$0 |
| Contracted Services | \$125 | \$125 | \$125 |
| Contracted Substitutes | \$0 | \$0 | \$0 |
| Bus Passes | \$250 | \$250 | \$250 |
| Printing | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 15.00% \$5,785 | \$5,921 | \$6,061 |
| Total Resource 3010 - Title I Part A | \$44,351 | \$45,393 | \$46,466 |

Resource 3310 - Special Ed: IDEA

| | | | |
|---|---------------|----------|----------|
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$22,024 | \$27,976 | \$33,095 |
| 7310 Indirect Costs | 5.00% \$1,101 | \$1,399 | \$1,655 |

| | | | |
|---|-----------------|-----------------|-----------------|
| Total Resource 3310 - Special Ed: IDEA | \$23,125 | \$29,375 | \$34,750 |
| Resource 4035 - Title II | | | |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5201 Event Registration | \$1,800 | \$1,800 | \$1,800 |
| 5602 Temporary Rentals | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$1,600 | \$1,600 | \$1,600 |
| 5801 Software Licenses | \$1,040 | \$1,040 | \$1,040 |
| 5810 Catering | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 5.00% \$222 | \$222 | \$222 |
| Total Resource 4035 - Title II | \$4,662 | \$4,662 | \$4,662 |
| Resource 4610 Public Charter School Grants | | | |
| 1100 Certificated Teachers' Salaries | \$0 | \$0 | \$0 |
| 2300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | \$26,055 | \$26,815 | \$27,598 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$1,993 | \$2,051 | \$2,111 |
| 3401 Health and Welfare, certificated positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$2,220 | \$2,309 | \$2,401 |
| 3601 Workers' Compensation, certificated positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$274 | \$282 | \$290 |
| 4100 Approved Textbooks and Core Curricula Materials | \$0 | \$0 | \$0 |
| 4200 Books and Other Reference Materials | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | | | |
| Case-It Binders with Logo - binder cost | \$2,500 | \$0 | \$0 |
| PE Athletics/Science and Music Supplies | \$5,000 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | | |
| Technology | \$15,000 | \$0 | \$0 |
| Furniture | \$40,000 | \$0 | \$0 |
| 5300 Dues and Subscriptions (AVID) | \$4,559 | \$0 | \$0 |
| 5800 Professional/Consulting Services | | | |
| Cal Poly Curriculum Development | \$0 | \$0 | \$0 |
| Leadership Elective Programming | \$0 | \$0 | \$0 |
| Transportation | \$0 | \$0 | \$0 |
| Advertising | \$0 | \$0 | \$0 |
| Case-It Binders with Logo for MS and HS students & printing | \$1,000 | \$0 | \$0 |
| U-Can College Admittance Program | \$0 | \$0 | \$0 |
| CRC Per Semester Student Fees | \$470 | \$0 | \$0 |
| Emergency Preparedness Plan | \$0 | \$0 | \$0 |
| Legal and Appraisal Expenses | \$0 | \$0 | \$0 |
| Relay Graduate School Tuition | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5710 Charge for Athletics | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | \$0 | \$0 | \$0 |
| Total Resource 4610 Public Charter School Grants | \$99,071 | \$31,457 | \$32,400 |
| Resource 5310 Child Nutrition Program | | | |
| 2200 Noncertificated Support Salaries | \$21,508 | \$22,137 | \$22,785 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$1,645 | \$1,694 | \$1,743 |
| 3402 Health and Welfare, classified positions | \$416 | \$433 | \$450 |
| 3602 Workers' Compensation, classified positions | \$226 | \$232 | \$239 |

| | | | | |
|--|-------|------------------|------------------|------------------|
| 4300 Materials and Supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4400 Non-capitalized equipment | | \$500 | \$500 | \$500 |
| 4700 Food | | \$53,932 | \$63,919 | \$70,161 |
| 5600 Rentals, Leases, Repairs | | \$0 | \$0 | \$0 |
| 5800 Certification (1 Food Handler & 1 Manager Cert) | | \$1,372 | \$1,372 | \$1,372 |
| 7310 Indirect Costs | 5.00% | \$4,030 | \$4,564 | \$4,913 |
| 7438 Debt Service - Interest | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | | \$0 | \$0 | \$0 |
| Total Resource 5310 Child Nutrition Program | | \$84,629 | \$95,852 | \$103,164 |
| Resource 5320 Supper Program | | | | |
| 2200 Noncertificated Support Salaries | | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| 4700 Food | | \$27,218 | \$32,259 | \$35,409 |
| 5750 Charge for Program Technician | | \$7,450 | \$8,534 | \$9,013 |
| 7310 Indirect Costs | 5.00% | \$0 | \$0 | \$0 |
| Total Resource 5320 Supper Program | | \$34,668 | \$40,793 | \$44,422 |
| Resource 6300 Lottery | | | | |
| 4100 Approved Textbooks and Core Curricula Materials (Lottery) | | \$8,624 | \$10,731 | \$12,691 |
| 5800 Printing and Reproduction - Curriculum Materials | | \$0 | \$0 | \$0 |
| Total Resource 6300 Lottery | | \$8,624 | \$10,731 | \$12,691 |
| Resource 6500 - Special Ed | | | | |
| 1100 Certificated Salaries | | \$54,989 | \$56,638 | \$58,337 |
| 1130 Certificated Teachers' Salaries - subs | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$47,589 | \$48,978 | \$50,409 |
| 3301 OASDI/Medicare/Alternative | | \$4,207 | \$4,333 | \$4,463 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$3,641 | \$3,747 | \$3,856 |
| 3401 Health and Welfare | | \$8,881 | \$9,236 | \$9,605 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation | | \$577 | \$595 | \$613 |
| 3602 Workers' Compensation, classified positions | | \$500 | \$514 | \$529 |
| 4200 Books and Other Reference Materials | | \$2,250 | \$2,250 | \$2,250 |
| 4300 Materials and Supplies | | \$1,750 | \$1,750 | \$1,750 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$1,500 | \$1,500 | \$1,500 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | (\$22,024) | (\$27,976) | (\$33,095) |
| 5750 Charge for Program Specialist | | \$89,001 | \$101,340 | \$107,289 |
| 7310 Indirect Costs | 5.00% | \$9,643 | \$10,145 | \$10,375 |
| Total Resource 6500 - Special Ed | | \$202,502 | \$213,049 | \$217,881 |
| Resource 6512 Mental Health | | | | |
| 2100 Classified Instructional Salaries | | \$88,336 | \$90,922 | \$93,587 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$6,758 | \$6,956 | \$7,159 |
| 3402 Health and Welfare, classified positions | | \$3,779 | \$3,930 | \$4,087 |
| 3602 Workers' Compensation, classified positions | | \$928 | \$955 | \$983 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | 5.00% | \$4,990 | \$5,138 | \$5,291 |

| | | | | |
|---|----|--------------------|--------------------|--------------------|
| Total Resource 6512 Mental Health | | \$104,790 | \$107,901 | \$111,107 |
| Total Expenses | | \$3,687,591 | \$4,338,686 | \$4,081,915 |
| Excess of Revenue over Expenditures | | \$38,011 | \$28,780 | \$532,797 |
| Unrestricted Beginning Fund Balance | | | | |
| Restricted Beginning Fund Balance | | | | |
| Beginning Fund Balance | | (\$10,238) | \$27,773 | \$56,554 |
| Projected Ending Fund Balance | | \$27,773 | \$56,554 | \$589,351 |
| Reserved for Economic Uncertainty* | 5% | \$136,626 | \$166,355 | \$188,188 |
| Reserved for Fundraising | | \$0 | \$0 | \$0 |
| Undesignated | | (\$108,853) | (\$109,802) | \$401,163 |
| Projected Ending Fund Balance | | \$27,773 | \$56,554 | \$589,351 |
| Contribution to (from) Unrestricted for Food Service | | (\$55,571) | (\$61,117) | (\$64,682) |
| Contribution to (from) Unrestricted for Special Education | | (\$70,360) | (\$51,777) | (\$35,484) |

* - Per MOU, based on 5% of LCCF

Early College High School
Facilities Costs and Funding

| | | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|--------|-----------|-----------|-------------|-----------|
| Square Feet Required | | 7,000 | 7,000 | 36,000 | 36,000 |
| (square footage adj in Aug) | | 7,000 | 36,000 | 36,000 | 20,000 |
| Rent per Square Foot | \$1.10 | \$1.33 | | | |
| Annual Lease Payments | | \$111,187 | \$877,538 | \$1,089,375 | \$736,406 |
| Ground Lease + Portables | | \$0 | \$0 | \$0 | \$0 |
| Pro-Rata Share per Sq Foot (includes utilities) | | \$0.37 | \$0.07 | \$0.07 | \$0.07 |
| Common Area Maintenance | | \$31,080 | \$27,720 | \$30,240 | \$16,800 |
| Total Rent Expense | | \$142,267 | \$905,258 | \$1,119,615 | \$753,206 |
| Utilities (included in CAM 20-21) | \$0.15 | \$0 | \$59,400 | \$64,800 | \$36,000 |
| Educational Complex - Monthly Installment | | | \$112,500 | \$131,250 | \$156,250 |
| Allocated to ECHS | | | 70% | 70% | 38% |
| Allocated to FMS | | | 30% | 30% | 23% |
| Allocated to ARCP | | | | | 40% |

Fortune Middle School
Student Demographics

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------|------------|------------|------------|------------------------|---------|
| Number of Classes: | | | | | |
| TK | 0 | 0 | 0 | 0 | 0 |
| K-3 | 0 | 0 | 0 | 0 | 0 |
| 4-6 | 0 | 2 | 2 | 2 | 2 |
| 7-8 | 0 | 3 | 4 | 4 | 4 |
| | 0 | 5 | 6 | 6 | 6 |
| ADA Rate | 0 | 95.51% | 92% | 92% | 92% |
| Unduplicated Count | 79.48% | 77.88% | 77.88% | 77.88% | 77.88% |
| PY P-2 ADA | 0 | 0 | 165 | 165 | 165 |
| Projected PY Annual ADA (97%) | 0 | 0 | 160 | 160 | 160 |
| PY Annual ADA for Lottery (1.0446) | 0 | 0 | 167 | 167 | 167 |
| <hr/> | | | | | |
| 2019-20 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 0 | 0 | 0 | 0 | |
| ADA | 0 | 0 | 0 | 0 | |
| Unduplicated Count | | | | 0 | |
| <hr/> | | | | | |
| 2020-21 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 0 | 61 | 112 | 173 Fall Census | |
| ADA | 0 | 58 | 107 | 165 | |
| Unduplicated Count | | | | 135 | |
| <hr/> | | | | | |
| 2021-22 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 0 | 60 | 120 | 180 | |
| ADA | 0 | 55 | 110 | 165 | |
| Unduplicated Count | | | | 140 | |
| <hr/> | | | | | |
| 2022-23 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 0 | 60 | 120 | 180 | |
| ADA | 0 | 55 | 110 | 165 | |
| Unduplicated Count | | | | 140 | |
| <hr/> | | | | | |
| 2023-24 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 0 | 60 | 120 | 180 | |
| ADA | 0 | 55 | 110 | 165 | |
| Unduplicated Count | | | | 140 | |

FY 2022 - FY 2024 Charter Renewal Budget
Fortune Middle School
Rolls Up to Fund 05

| | 2021-22 | 2022-23 | 2023-24 |
|---|--------------------|--------------------|--------------------|
| Funded ADA | 165 | 165 | 165 |
| LCFF Entitlement | \$11,097 | \$1,738,647 | \$1,786,216 |
| 8096 Transfers to Charter Schools in Lieu of Property Taxes | \$0 | \$0 | \$0 |
| 8012 Education Protection Act Funds | \$152,338 | \$152,419 | \$152,544 |
| 8011 LCFF - State Aid | \$1,586,309 | \$1,633,797 | \$1,688,420 |
| Total Local Control Funding Formula Sources | \$1,738,647 | \$1,786,216 | \$1,840,964 |
| Federal Revenues | | | |
| 8181 Special Education Entitlement | \$125.00 | \$21,625 | \$22,500 |
| 8182 Special Education Discretionary Grants - Mental Health | | \$0 | \$0 |
| 8220 Child Nutrition Programs | | \$51,958 | \$51,958 |
| 8220 Child and Adult Care Food Program | | \$35,965 | \$35,965 |
| 8290 Title I /Title IV | | \$56,466 | \$57,513 |
| 8290 Title II | | \$7,823 | \$7,823 |
| 8290 Other Federal Revenue | | \$74,559 | \$0 |
| Total Federal Revenues | | \$248,395 | \$175,758 |
| Other State Revenues | | | |
| 8520 Child Nutrition Programs | | \$4,223 | \$4,223 |
| 8520 Child and Adult Care Food Program | | \$2,505 | \$2,505 |
| 8520 School Breakfast Program Expansion Grant | | \$0 | \$0 |
| 8560 State Lottery (begins in FY2021-22) | \$150.00 | \$50,156 | \$25,050 |
| 8560 State Lottery-PY | | \$0 | \$0 |
| 8560 State Lottery - Restricted | \$49.00 | \$16,384 | \$8,183 |
| 8560 State Lottery - Restricted-PY | | \$0 | \$0 |
| 8590 SB740 Facilities Reimbursement | | \$225,967 | \$250,286 |
| 8590 SB740 Facilities Reimbursement - PY Adjustment | | \$0 | \$0 |
| 8590 Classified Employee PD Block Grant | | \$0 | \$0 |
| 8590 SSID/STAR/CELDT Testing Reimbursements | | \$0 | \$0 |
| 8590 State COVID-19 Funds GF | | \$0 | \$0 |
| 8550 Mandate Block Grant | \$17.11 | \$2,823 | \$2,859 |
| 8550 One-Time per ADA Grants | \$0.00 | \$0 | \$0 |
| 8590 Mental Health per ADA | | \$24,000 | \$24,000 |
| 8792 Special Education Entitlement | \$634.00 | \$100,823 | \$103,838 |
| Total State Revenues | | \$426,880 | \$420,944 |
| Other Local Revenue | | | |
| 8634 Food Service Sales | | \$3,703 | \$3,703 |
| 8631 Sale of Equipment and Supplies | | \$0 | \$0 |
| 8699 All other Local Revenue - Unrestricted Donations/Fundraising | | \$0 | \$0 |
| 8699 All Other Local Revenue - Facility Use | | \$0 | \$0 |
| Total Local Revenue | | \$3,703 | \$3,703 |
| Other Financing Sources | | | |
| 8972 Proceeds From Capital Leases | | \$0 | \$0 |
| 8979 Proceeds From TI Loans | | \$0 | \$0 |
| 8980 Contribution to Athletic Department | | \$0 | \$0 |
| Total Financing Sources | | \$0 | \$0 |
| Total Revenues and Other Financing Sources | | \$2,417,625 | \$2,386,621 |
| | | \$2,395,109 | |

Resource 0000 - Unrestricted General Education

| | | | | |
|------|--|-----------|-----------|-----------|
| 1100 | Certificated Teachers' Salaries | \$288,100 | \$296,743 | \$305,646 |
| 1130 | Certificated Teachers' Salaries - subs | \$21,750 | \$21,750 | \$21,750 |
| 1300 | Certificated Supervisors' and Administrators' Salaries | \$78,676 | \$81,037 | \$83,468 |
| 1900 | Other Certificated Salaries | \$0 | \$0 | \$0 |
| 2100 | Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 2200 | Noncertificated Support Salaries | \$63,823 | \$64,795 | \$65,795 |
| 2300 | Noncertificated Sup and Admin Salaries | \$0 | \$0 | \$0 |
| 2400 | Clerical, Technical and Office Staff Salaries | \$43,029 | \$44,320 | \$45,650 |
| 1200 | Certificated Pupil Support Salaries | \$0 | \$0 | \$0 |
| 2900 | Other Classified Salaries | \$73,693 | \$75,173 | \$76,698 |
| 3301 | OASDI/Medicare/Alternative, certificated positions | \$32,869 | \$33,805 | \$34,770 |
| 3302 | OASDI/Medicare/Alternative, classified positions | \$15,533 | \$15,871 | \$16,219 |
| 3401 | Health and Welfare, certificated positions | \$54,259 | \$57,253 | \$58,912 |
| 3402 | Health and Welfare, classified positions | \$34,400 | \$34,860 | \$35,767 |
| 3501 | State Unemployment Insurance, certificated | \$6,500 | \$6,500 | \$6,500 |
| 3502 | State Unemployment Insurance, classified | \$0 | \$0 | \$0 |
| 3601 | Workers' Compensation, certificated positions | \$4,080 | \$4,195 | \$4,314 |
| 3602 | Workers' Compensation, classified positions | \$1,896 | \$1,935 | \$1,975 |
| 4100 | Approved Textbooks and Core Curricula Materials | \$70,704 | \$83,295 | \$87,796 |
| 4200 | Books and Other Reference Materials | \$0 | \$0 | \$0 |
| 4300 | Materials and Supplies | | | |
| | Instructional (\$1,000 returning/\$1,500 new classes) | \$7,850 | \$6,850 | \$6,850 |
| | Recess/Incentives | \$2,200 | \$2,200 | \$2,200 |
| | Case-It Binders with Logo for MS and HS students | \$5,600 | \$5,600 | \$5,600 |
| | Other (Office/clerical) | \$10,000 | \$10,000 | \$10,000 |
| | Custodial Supplies | \$6,600 | \$6,600 | \$10,000 |
| | Bark Replacement | \$0 | \$0 | \$0 |
| | PE Uniforms | \$1,500 | \$1,500 | \$1,500 |
| | Promotional Material | \$0 | \$0 | \$0 |
| | Parent Academy Food and Materials | \$1,500 | \$1,500 | \$1,500 |
| | Advocacy Day Food and SWAG | \$1,800 | \$1,800 | \$1,800 |
| | Instructional- Science curriculum supplies | \$1,000 | \$1,000 | \$1,000 |
| 4400 | Non-capitalized equipment | \$0 | \$0 | \$0 |
| | Technology | \$0 | \$2,000 | \$2,000 |
| | Furniture | \$0 | \$2,000 | \$2,000 |
| 5200 | Travel and Conferences - Parent Academy Presenters | \$200 | \$200 | \$200 |
| 5300 | Dues and Memberships | | | |
| | CSDC | \$3.00 | \$540 | \$540 |
| | CCSA | \$10.00 | \$1,800 | \$1,800 |
| | EdJoin | | \$100 | \$100 |
| | Other Dues and Memberships (AVID) | | \$4,559 | \$4,559 |
| 5400 | Insurance | \$17,000 | \$17,500 | \$17,500 |
| 5500 | Operations and Housekeeping | | | |
| | Utilities (per square foot per mo.) | \$40,248 | \$43,200 | \$36,000 |
| | Alarm Monitoring (Fire and Burglar) | \$1,500 | \$1,500 | \$1,500 |
| | Pest Control | \$1,000 | \$1,000 | \$1,000 |
| 5600 | Rentals, Leases, Repairs | | | |
| | Facility Rent | \$399,446 | \$487,035 | \$442,894 |
| | Repairs | \$4,000 | \$5,000 | \$5,000 |
| | Facilities Maintenance | \$35,853 | \$5,000 | \$10,000 |
| | Copier and Credit Card Terminal Lease | \$10,000 | \$12,000 | \$15,000 |
| 5710 | Charge for Athletics | \$74,716 | \$61,492 | \$56,943 |
| | Transfer of Direct Costs | \$0 | \$0 | \$0 |
| 5800 | Professional/Consulting Services | | | |
| | BTSA Stipend | \$0 | \$0 | \$0 |

| | | | | |
|---|---------|--------------------|--------------------|--------------------|
| Shredding Service (Cintas) | | \$720 | \$720 | \$720 |
| SAYS Elective | | \$18,800 | \$18,800 | \$18,800 |
| Contracted Sub Services | | \$0 | \$0 | \$0 |
| Cintas Uniforms | | \$6,600 | \$6,600 | \$6,600 |
| CRC Per Semester Fees | | \$0 | \$0 | \$0 |
| Landscape Maintenance | | \$6,600 | \$7,200 | \$4,050 |
| Other Services and Expense (includes finance charges) | | \$2,000 | \$2,000 | \$2,000 |
| Hearing and Vision Screening | | \$1,800 | \$1,800 | \$1,800 |
| Printing and Reproduction | | \$2,000 | \$2,000 | \$2,000 |
| Bottled Water | | \$0 | \$0 | \$0 |
| Fitness Classes - Women's Wellness Club | | \$500 | \$500 | \$500 |
| Legal Expenses | | \$500 | \$500 | \$500 |
| Annual Permits and Fees (Alarm) | | \$200 | \$200 | \$200 |
| Parent Square | \$5.00 | \$825 | \$825 | \$825 |
| Illuminate Licenses (Grading and Assessment) | \$6.78 | \$1,119 | \$1,183 | \$1,183 |
| Aeries License (SIS) | \$10.00 | \$1,650 | \$1,650 | \$1,650 |
| MAP Testing Fees | \$12.50 | \$2,063 | \$2,063 | \$2,063 |
| Edmentum Licenses/Moby Max | | \$4,235 | \$4,235 | \$4,235 |
| Student Persistence Incentive Trips | | \$5,000 | \$5,000 | \$5,000 |
| Leadership Elective Programming (U-Can) | | \$0 | \$0 | \$0 |
| Business Services (Audit) | | \$6,000 | \$6,000 | \$6,000 |
| Printing and Reproduction - Curriculum Materials | | (\$3,384) | \$4,817 | \$4,817 |
| Unsecured Property Tax | | \$825 | \$825 | \$825 |
| IT Services | | \$21,600 | \$21,600 | \$27,000 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | \$996 | \$1,029 | \$1,062 |
| Embroider Binders with Logo for MS & HS students | | \$4,650 | \$4,650 | \$4,650 |
| Emergency Preparedness Plan | | \$660 | \$660 | \$660 |
| Website Update (C-Spot) | | \$0 | \$0 | \$0 |
| Credit Card Processing Fees | | \$500 | \$500 | \$500 |
| CMO Support (% of Revenue Limit & Block Grant) | 4.00% | \$69,546 | \$71,449 | \$73,639 |
| Teacher Support (% of Revenue Limit & Block Grant) | 4.00% | \$65,199 | \$66,983 | \$69,036 |
| Data & Analytical Support | 2.00% | \$36,512 | \$37,511 | \$38,660 |
| District Oversight (% of Revenue Limit & Block Grant) | 1% | \$17,386 | \$17,862 | \$18,410 |
| 5900 Communications | | | | |
| Postage & Postage Meter Rental | | \$3,000 | \$3,000 | \$3,000 |
| Additional wireless | | \$0 | \$0 | \$0 |
| Cell Phone Service | | \$6,500 | \$6,500 | \$6,500 |
| Smart Voice and Internet | | \$14,400 | \$14,400 | \$16,000 |
| 6170 Site Improvements | | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | | (\$15,662) | (\$15,763) | (\$15,873) |
| 7438 Debt Service - Interest (TI/Playground) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (TI/Playground) | | \$0 | \$0 | \$0 |
| 7438 Debt Service - Interest (Phone System) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (Phone System) | | \$0 | \$0 | \$0 |
| Total Resource 0000 - Unrestricted General Education | | \$1,701,663 | \$1,800,807 | \$1,789,756 |
| Resource 0020 - Unrestricted Fundraising | | | | |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| Total Resource 0020 - Unrestricted Fundraising | | \$0 | \$0 | \$0 |
| Resource 1100 - Lottery: Unrestricted | | | | |

| | | | |
|--|------------------|------------------|------------------|
| 4300 Materials and Supplies | | | |
| Food and SWAG for parent academies and convention | \$0 | \$0 | \$0 |
| Food for Meetings | \$750 | \$750 | \$750 |
| Yoga Mats/Books | \$750 | \$750 | \$750 |
| Headphones for Chromebooks | \$100 | \$100 | \$100 |
| Food/Materials for Relay Seminars | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$2,000 | \$3,000 | \$4,000 |
| 5800 Student Field Trips | \$24,000 | \$24,000 | \$24,000 |
| 5800 Cal Poly 5th Grade Trip | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | \$0 | \$0 | \$0 |
| Total Resource 1100 - Lottery: Unrestricted | \$27,600 | \$28,600 | \$29,600 |
| | | | |
| Resource 1400 - EPA Funds | | | |
| 1100 Certificated Teachers' Salaries | \$159,842 | \$162,091 | \$164,407 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$12,228 | \$12,400 | \$12,577 |
| 3401 Health and Welfare, certificated positions | \$50,678 | \$52,705 | \$54,813 |
| 3601 Workers' Compensation, certificated positions | \$1,678 | \$1,702 | \$1,726 |
| 4100 Approved Textbooks and Core Curricula Materials | (\$72,088) | (\$76,478) | (\$80,979) |
| Total Resource 1400 - EPA Funds | \$152,338 | \$152,419 | \$152,544 |
| | | | |
| Resource 3010 - Title I Part A | | | |
| 1100 Certificated Teachers' Salaries | \$35,124 | \$35,962 | \$36,825 |
| 1130 Certificated Teachers' Salaries - subs | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2300 Noncertificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 2900 Other Classified Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$2,687 | \$2,751 | \$2,817 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3401 Health and Welfare, certificated positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$369 | \$378 | \$387 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | \$4,500 | \$4,500 | \$4,500 |
| 4100 Approved Textbooks and Core Curricula Materials | \$2,341 | \$2,341 | \$2,341 |
| 4200 Books and Other Reference Materials | \$705 | \$705 | \$705 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5300 Dues and Subscriptions | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | \$3,000 | \$3,000 | \$3,000 |
| 5900 Communication | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | | |
| Tuition | \$0 | \$0 | \$0 |
| Contracted Services | \$0 | \$0 | \$0 |
| Contracted Substitutes | \$125 | \$125 | \$125 |
| Bus Passes | \$250 | \$250 | \$250 |
| Printing | | | |
| 7350 Administrative Costs | 15.00% | \$7,365 | \$7,502 |
| Total Resource 3010 - Title I Part A | | \$56,466 | \$57,513 |
| | | | |
| Resource 3310 - Special Ed: IDEA | | | |
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$20,595 | \$21,429 | \$21,429 |
| 7310 Indirect Costs | 5.00% | \$1,030 | \$1,071 |

| | | | |
|---|-----------------|----------------|----------------|
| Total Resource 3310 - Special Ed: IDEA | \$21,625 | \$22,500 | \$22,500 |
| Resource 4035 - Title II | | | |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5201 Event Registration | \$3,600 | \$3,600 | \$3,600 |
| 5602 Temporary Rentals | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$3,200 | \$3,200 | \$3,200 |
| 5801 Software Licenses | \$650 | \$650 | \$650 |
| 5810 Catering | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 5.00% \$373 | \$373 | \$373 |
| Total Resource 4035 - Title II | \$7,823 | \$7,823 | \$7,823 |
| Resource 4610 Public Charter School Grants | | | |
| 1100 Certificated Teachers' Salaries | \$0 | \$0 | \$0 |
| 2300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3401 Health and Welfare, certificated positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 4100 Approved Textbooks and Core Curricula Materials | \$0 | \$0 | \$0 |
| 4200 Books and Other Reference Materials | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | | | |
| Case-It Binders with Logo - binder cost | \$0 | \$0 | \$0 |
| PE Athletics/Science and Music Supplies | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | | |
| Technology | \$15,000 | \$0 | \$0 |
| Furniture | \$30,000 | \$0 | \$0 |
| 5300 Dues and Subscriptions (AVID) | \$4,559 | \$0 | \$0 |
| 5800 Professional/Consulting Services | | | |
| Cal Poly Curriculum Development | \$0 | \$0 | \$0 |
| Leadership Elective Programming | \$0 | \$0 | \$0 |
| Transportation | \$0 | \$0 | \$0 |
| Advertising | \$0 | \$0 | \$0 |
| Case-It Binders with Logo for MS and HS students & printing | \$0 | \$0 | \$0 |
| U-Can College Admittance Program | \$0 | \$0 | \$0 |
| CRC Per Semester Student Fees | \$0 | \$0 | \$0 |
| Emergency Preparedness Plan | \$0 | \$0 | \$0 |
| Legal and Appraisal Expenses | \$0 | \$0 | \$0 |
| Relay Graduate School Tuition | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5710 Charge for Athletics | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | \$25,000 | \$0 | \$0 |
| Total Resource 4610 Public Charter School Grants | \$74,559 | \$0 | \$0 |
| Resource 5310 Child Nutrition Program | | | |
| 2200 Noncertificated Support Salaries | \$19,620 | \$19,822 | \$20,400 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$1,501 | \$1,516 | \$1,561 |
| 3402 Health and Welfare, classified positions | \$3,598 | \$4,470 | \$4,649 |
| 3602 Workers' Compensation, classified positions | \$206 | \$208 | \$214 |

| | | | | |
|--|-------|-----------------|-----------------|-----------------|
| 4300 Materials and Supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4400 Non-capitalized equipment | | \$500 | \$500 | \$500 |
| 4700 Food | | \$52,365 | \$52,365 | \$52,365 |
| 5600 Rentals, Leases, Repairs | | \$500 | \$500 | \$500 |
| 5800 Certification (1 Food Handler & 1 Manager Cert) | | \$477 | \$477 | \$477 |
| 7310 Indirect Costs | 5.00% | \$3,988 | \$4,043 | \$4,083 |
| 7438 Debt Service - Interest | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | | \$0 | \$0 | \$0 |
| Total Resource 5310 Child Nutrition Program | | \$83,755 | \$84,901 | \$85,749 |
| Resource 5320 Supper Program | | | | |
| 2200 Noncertificated Support Salaries | | \$4,753 | \$4,890 | \$5,032 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$364 | \$374 | \$385 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$50 | \$51 | \$53 |
| 4300 Materials and Supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4700 Food | | \$27,049 | \$27,049 | \$27,049 |
| 5800 Charge for Program Technician | | \$5,691 | \$5,501 | \$5,292 |
| 7310 Indirect Costs | 5.00% | \$1,945 | \$1,943 | \$1,941 |
| Total Resource 5320 Supper Program | | \$40,852 | \$40,809 | \$40,751 |
| Resource 6300 Lottery | | | | |
| 4100 Approved Textbooks and Core Curricula Materials (Lottery) | | \$0 | \$0 | \$0 |
| 5800 Printing and Reproduction - Curriculum Materials | | \$16,384 | \$8,183 | \$8,183 |
| Total Resource 6300 Lottery | | \$16,384 | \$8,183 | \$8,183 |
| Resource 6500 - Special Ed | | | | |
| 1100 Certificated Salaries | | \$27,494 | \$28,319 | \$29,169 |
| 1130 Certificated Teachers' Salaries - subs | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative | | \$2,103 | \$2,166 | \$2,231 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$0 | \$0 | \$0 |
| 3401 Health and Welfare | | \$4,440 | \$4,618 | \$4,803 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation | | \$289 | \$297 | \$306 |
| 3602 Workers' Compensation, classified positions | | \$0 | \$0 | \$0 |
| 4200 Books and Other Reference Materials | | \$2,250 | \$2,250 | \$2,250 |
| 4300 Materials and Supplies | | \$1,750 | \$1,750 | \$1,750 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$1,500 | \$1,500 | \$1,500 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | (\$20,595) | (\$21,429) | (\$21,429) |
| 5800 Charge for Program Specialist | | \$67,987 | \$65,317 | \$62,999 |
| 7310 Indirect Costs | 5.00% | \$4,361 | \$4,239 | \$4,179 |
| Total Resource 6500 - Special Ed | | \$91,579 | \$89,028 | \$87,758 |
| Resource 6512 Mental Health | | | | |
| 2100 Classified Instructional Salaries | | \$75,721 | \$77,929 | \$80,203 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$5,793 | \$5,962 | \$6,136 |
| 3402 Health and Welfare, classified positions | | \$4,440 | \$4,618 | \$4,803 |
| 3602 Workers' Compensation, classified positions | | \$795 | \$818 | \$842 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | 5.00% | \$4,337 | \$4,466 | \$4,599 |

| | | | | |
|---|----|--------------------|--------------------|--------------------|
| Total Resource 6512 Mental Health | | \$91,087 | \$93,793 | \$96,583 |
| Total Expenses | | \$2,365,730 | \$2,386,375 | \$2,379,838 |
| Excess of Revenue over Expenditures | | \$51,895 | \$246 | \$15,271 |
| Unrestricted Beginning Fund Balance | | | | |
| Restricted Beginning Fund Balance | | | | |
| Beginning Fund Balance | | \$425,835 | \$477,730 | \$477,976 |
| Projected Ending Fund Balance | | \$477,730 | \$477,976 | \$493,247 |
| Reserved for Economic Uncertainty* | 5% | \$86,932 | \$89,311 | \$92,048 |
| Reserved for Fundraising | | \$0 | \$0 | \$0 |
| Undesignated | | \$390,798 | \$388,665 | \$401,199 |
| Projected Ending Fund Balance | | \$477,730 | \$477,976 | \$493,247 |
| Contribution to (from) Unrestricted for Food Service | | (\$64,723) | (\$65,826) | (\$66,616) |
| Contribution to (from) Unrestricted for Special Education | | \$9,244 | \$14,809 | \$19,281 |

* - Per MOU, based on 5% of LCCF

Fortune Middle School
Facilities Costs and Funding

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|-----------|-----------|-----------|-----------|
| Square Feet Required | - | 4,320 | 24,000 | 24,000 |
| (square footage adj in Aug) | 4,320 | 24,000 | 24,000 | 20,000 |
| Rent per Square Foot | \$1.79 | | | |
| Annual Lease Payments | \$84,871 | \$378,966 | \$466,875 | \$426,094 |
| Ground Lease + Portables | \$22,000 | \$2,000 | \$0 | \$0 |
| Pro-Rata Share per Sq Foot (includes utilities) | \$0.00 | \$0.07 | \$0.07 | \$0.07 |
| Common Area Maintenance | \$0 | \$18,480 | \$20,160 | \$16,800 |
| Total Rent Expense | \$106,871 | \$399,446 | \$487,035 | \$442,894 |
| Utilities (included in CAM 20-21) | \$0.15 | \$7,128 | \$40,248 | \$43,200 |
| | | \$36,000 | | |

Tecoy Porter College Prep
Student Demographics

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------|------------|------------|------------|-----------------------|---------|
| Number of Classes: | | | | | |
| TK | 0 | 1 | 1 | 1 | 1 |
| K-3 | 0 | 4 | 8 | 9 | 11 |
| 4-6 | 0 | 0 | 0 | 3 | 2 |
| 7-8 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 5 | 9 | 13 | 14 |
| ADA Rate | 0 | 95.51% | 92% | 92% | 92% |
| Unduplicated Count | 79.48% | 77.88% | 77.88% | 77.88% | 77.88% |
| PY P-2 ADA | 0 | 0 | 54 | 193 | 233 |
| Projected PY Annual ADA (97%) | 0 | 0 | 52 | 187 | 226 |
| PY Annual ADA for Lottery (1.0446) | 0 | 0 | 55 | 196 | 236 |
| <hr/> | | | | | |
| 2019-20 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 0 | 0 | 0 | 0 | |
| ADA | 0 | 0 | 0 | 0 | |
| Unduplicated Count | | | | 0 | |
| <hr/> | | | | | |
| 2020-21 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 57 | 0 | 0 | 57 Fall Census | |
| ADA | 54 | 0 | 0 | 54 | |
| Unduplicated Count | | | | 44 | |
| <hr/> | | | | | |
| 2021-22 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 210 | 0 | 0 | 210 | |
| ADA | 193 | 0 | 0 | 193 | |
| Unduplicated Count | | | | 164 | |
| <hr/> | | | | | |
| 2022-23 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 244 | 70 | 0 | 314 | |
| ADA | 224 | 64 | 0 | 288 | |
| Unduplicated Count | | | | 245 | |
| <hr/> | | | | | |
| 2023-24 | K-3 | 4-6 | 7-8 | Total | |
| Enrollment | 279 | 35 | 0 | 314 | |
| ADA | 257 | 32 | 0 | 289 | |
| Unduplicated Count | | | | 245 | |

FY 2022 - FY 2024 Charter Renewal Budget
Tecoy Porter College Prep
Rolls Up to Fund 05

| | 2021-22 | 2022-23 | 2023-24 |
|---|--------------------|--------------------|--------------------|
| Funded ADA | 193 | 288 | 289 |
| LCFF Entitlement | \$11,097 | \$2,169,127 | \$3,408,254 |
| 8096 Transfers to Charter Schools in Lieu of Property Taxes | \$0 | \$0 | \$0 |
| 8012 Education Protection Act Funds | \$190,056 | \$278,672 | \$282,412 |
| 8011 LCFF - State Aid | \$1,979,071 | \$2,987,117 | \$3,125,842 |
| Total Local Control Funding Formula Sources | \$2,169,127 | \$3,265,789 | \$3,408,254 |
| Federal Revenues | | | |
| 8181 Special Education Entitlement | \$125.00 | \$7,125 | \$26,250 |
| 8182 Special Education Discretionary Grants - Mental Health | | \$0 | \$0 |
| 8220 Child Nutrition Programs | | \$126,620 | \$188,946 |
| 8220 Child and Adult Care Food Program | | \$74,290 | \$110,858 |
| 8290 Title I /Title IV | | \$63,112 | \$64,644 |
| 8290 Title II | | \$8,232 | \$8,232 |
| 8290 Other Federal Revenue | | \$317,378 | \$325,152 |
| Total Federal Revenues | | \$596,757 | \$724,082 |
| Other State Revenues | | | |
| 8520 Child Nutrition Programs | | \$10,763 | \$16,061 |
| 8520 Child and Adult Care Food Program | | \$5,174 | \$7,721 |
| 8520 School Breakfast Program Expansion Grant | | \$0 | \$0 |
| 8560 State Lottery (begins in FY2021-22) | \$150.00 | \$16,414 | \$29,400 |
| 8560 State Lottery-PY | | \$0 | \$0 |
| 8560 State Lottery - Restricted | \$49.00 | \$5,362 | \$9,604 |
| 8560 State Lottery - Restricted-PY | | \$0 | \$0 |
| 8590 SB740 Facilities Reimbursement | | \$337,750 | \$374,100 |
| 8590 SB740 Facilities Reimbursement - PY Adjustment | | \$0 | \$0 |
| 8590 Classified Employee PD Block Grant | | \$0 | \$0 |
| 8590 SSID/STAR/CELDT Testing Reimbursements | | \$0 | \$0 |
| 8590 State COVID-19 Funds GF | | \$0 | \$0 |
| 8550 Mandate Block Grant | \$17.11 | \$924 | \$3,345 |
| 8550 One-Time per ADA Grants | \$0.00 | \$0 | \$0 |
| 8590 Mental Health per ADA | | \$0 | \$0 |
| 8792 Special Education Entitlement | \$634.00 | \$118,477 | \$181,635 |
| Total State Revenues | | \$494,864 | \$621,865 |
| Other Local Revenue | | | |
| 8634 Food Service Sales | | \$2,832 | \$4,226 |
| 8631 Sale of Equipment and Supplies | | \$0 | \$0 |
| 8699 All other Local Revenue - Unrestricted Donations/Fundraising | | \$0 | \$0 |
| 8699 All Other Local Revenue - Facility Use | | \$60,000 | \$60,000 |
| Total Local Revenue | | \$62,832 | \$64,226 |
| Other Financing Sources | | | |
| 8972 Proceeds From Capital Leases | | \$0 | \$0 |
| 8979 Proceeds From TI Loans | | \$0 | \$0 |
| 8980 Contribution to Athletic Department | | \$0 | \$0 |
| Total Financing Sources | | \$0 | \$0 |
| Total Revenues and Other Financing Sources | \$3,323,580 | \$4,675,962 | \$4,764,036 |

Resource 0000 - Unrestricted General Education

| | | | | |
|------|---|------------|-------------|-------------|
| 1100 | Certificated Teachers' Salaries | \$441,282 | \$671,572 | \$742,727 |
| 1130 | Certificated Teachers' Salaries - subs | \$30,000 | \$42,000 | \$42,000 |
| 1300 | Certificated Supervisors' and Administrators' Salaries | \$1,650 | \$1,650 | \$1,650 |
| 1900 | Other Certificated Salaries | \$0 | \$0 | \$0 |
| 2100 | Classified Instructional Salaries | \$26,484 | \$40,411 | \$41,591 |
| 2200 | Noncertificated Support Salaries | \$89,329 | \$76,511 | \$78,572 |
| 2300 | Noncertificated Sup and Admin Salaries | \$0 | \$0 | \$0 |
| 2400 | Clerical, Technical and Office Staff Salaries | \$82,654 | \$85,134 | \$87,688 |
| 1200 | Certificated Pupil Support Salaries | \$0 | \$0 | \$0 |
| 2900 | Other Classified Salaries | \$50,637 | \$60,010 | \$61,786 |
| 3301 | OASDI/Medicare/Alternative, certificated positions | \$36,179 | \$54,714 | \$60,158 |
| 3302 | OASDI/Medicare/Alternative, classified positions | \$19,056 | \$20,048 | \$20,627 |
| 3401 | Health and Welfare, certificated positions | \$64,022 | \$162,313 | \$178,338 |
| 3402 | Health and Welfare, classified positions | \$34,538 | \$35,919 | \$37,356 |
| 3501 | State Unemployment Insurance, certificated | \$11,000 | \$11,000 | \$11,000 |
| 3502 | State Unemployment Insurance, classified | \$0 | \$0 | \$0 |
| 3601 | Workers' Compensation, certificated positions | \$4,966 | \$7,510 | \$8,257 |
| 3602 | Workers' Compensation, classified positions | \$2,616 | \$2,752 | \$2,831 |
| 4100 | Approved Textbooks and Core Curricula Materials | (\$61,605) | (\$150,313) | (\$154,478) |
| 4200 | Books and Other Reference Materials | \$0 | \$0 | \$0 |
| 4300 | Materials and Supplies | | | |
| | Instructional (\$1,000 returning/\$1,500 new classes) | \$12,000 | \$16,000 | \$16,500 |
| | Recess/Incentives | \$2,200 | \$2,200 | \$2,200 |
| | Case-It Binders with Logo for MS and HS students | \$0 | \$0 | \$0 |
| | Other (Office/clerical) | \$15,000 | \$20,000 | \$20,000 |
| | Custodial Supplies (includes \$3,100 start up supplies) | \$15,000 | \$20,000 | \$20,000 |
| | Bark Replacement | \$0 | \$0 | \$0 |
| | PE Uniforms | \$0 | \$0 | \$0 |
| | Promotional Material | \$0 | \$0 | \$0 |
| | Parent Academy Food and Materials | \$1,500 | \$1,500 | \$1,500 |
| | Advocacy Day Food and SWAG | \$1,800 | \$1,800 | \$1,800 |
| | Instructional- Science curriculum supplies | \$0 | \$0 | \$0 |
| 4400 | Non-capitalized equipment | | | |
| | Technology | \$0 | \$0 | \$0 |
| | Furniture | \$0 | \$0 | \$0 |
| 5200 | Travel and Conferences - Parent Academy Presenters | \$200 | \$200 | \$200 |
| 5300 | Dues and Memberships | | | |
| | CSDC | \$3.00 | \$942 | \$942 |
| | CCSA | \$10.00 | \$3,140 | \$3,140 |
| | EdJoin | | \$100 | \$100 |
| | Other Dues and Memberships | | \$0 | \$0 |
| 5400 | Insurance | \$17,000 | \$17,500 | \$17,500 |
| 5500 | Operations and Housekeeping | | | |
| | Utilities (per square foot per mo.) | \$81,600 | \$81,600 | \$81,600 |
| | Alarm Monitoring (Fire and Burglar) | \$20,654 | \$20,654 | \$20,654 |
| | Pest Control | \$870 | \$870 | \$870 |
| 5600 | Rentals, Leases, Repairs | | | |
| | Facility Rent | \$730,063 | \$830,070 | \$884,230 |
| | Repairs | \$5,000 | \$5,000 | \$5,000 |
| | Facilities Maintenance | \$1,500 | \$1,500 | \$1,500 |
| | Copier and Credit Card Terminal Lease | \$20,000 | \$20,000 | \$20,000 |
| 5710 | Charge for Athletics | \$0 | \$20,497 | \$3,163 |
| | Transfer of Direct Costs | \$0 | \$0 | \$0 |
| 5800 | Professional/Consulting Services | | | |
| | BTSA Stipend | \$0 | \$0 | \$0 |

| | | | | |
|---|---------|--------------------|--------------------|--------------------|
| Shredding Service (Cintas) | | \$720 | \$720 | \$720 |
| SAYS Elective | | \$0 | \$0 | \$0 |
| Contracted Sub Services | | \$0 | \$0 | \$0 |
| Cintas Uniforms | | \$6,000 | \$8,000 | \$10,000 |
| CRC Per Semester Fees | | \$0 | \$0 | \$0 |
| Landscape Maintenance | | \$13,320 | \$13,320 | \$13,320 |
| Other Services and Expense (includes finance charges) | | \$5,000 | \$5,000 | \$5,000 |
| Hearing and Vision Screening | | \$2,100 | \$3,140 | \$3,140 |
| Printing and Reproduction | | \$5,475 | \$8,170 | \$8,199 |
| Bottled Water | | \$0 | \$0 | \$0 |
| Fitness Classes - Women's Wellness Club | | \$500 | \$500 | \$500 |
| Legal Expenses | | \$500 | \$500 | \$500 |
| Annual Permits and Fees (Alarm) | | \$200 | \$200 | \$200 |
| Parent Square | \$5.00 | \$1,050 | \$1,570 | \$1,570 |
| Illuminate Licenses (Grading and Assessment) | \$6.78 | \$386 | \$1,506 | \$2,251 |
| Aeries License (SIS) | \$10.00 | \$570 | \$2,100 | \$3,140 |
| MAP Testing Fees | \$12.50 | \$2,625 | \$3,925 | \$3,925 |
| Edmentum Licenses/Moby Max | | \$4,235 | \$4,235 | \$4,235 |
| Student Persistence Incentive Trips | | \$0 | \$0 | \$0 |
| Leadership Elective Programming (U-Can) | | \$0 | \$0 | \$0 |
| Business Services (Audit) | | \$6,000 | \$6,000 | \$6,000 |
| Printing and Reproduction - Curriculum Materials | | (\$5,362) | (\$9,604) | (\$14,308) |
| Unsecured Property Tax | | \$825 | \$825 | \$825 |
| IT Services | | \$45,000 | \$45,000 | \$45,000 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | \$2,165 | \$2,165 | \$2,165 |
| Embroider Binders with Logo for MS & HS students | | \$0 | \$0 | \$0 |
| Emergency Preparedness Plan | | \$0 | \$0 | \$0 |
| Website Update (C-Spot) | | \$0 | \$0 | \$0 |
| Credit Card Processing Fees | | \$1,000 | \$1,000 | \$1,000 |
| CMO Support (% of Revenue Limit & Block Grant) | 12.00% | \$260,295 | \$391,895 | \$408,990 |
| Teacher Support (% of Revenue Limit & Block Grant) | 4.00% | \$86,765 | \$130,632 | \$136,330 |
| Data & Analytical Support | 2.00% | \$43,383 | \$65,316 | \$68,165 |
| District Oversight (% of Revenue Limit & Block Grant) | 1% | \$21,691 | \$32,658 | \$34,083 |
| 5900 Communications | | | | |
| Postage & Postage Meter Rental | | \$3,000 | \$3,000 | \$3,000 |
| Additional wireless | | \$0 | \$0 | \$0 |
| Cell Phone Service | | \$6,500 | \$6,500 | \$6,500 |
| Smart Voice and Internet | | \$16,000 | \$16,000 | \$16,000 |
| 6170 Site Improvements | | \$0 | \$0 | \$0 |
| 6200 Leasehold Improvements | | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | | (\$18,270) | (\$24,230) | (\$24,272) |
| 7438 Debt Service - Interest (TI/Playground) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (TI/Playground) | | \$0 | \$0 | \$0 |
| 7438 Debt Service - Interest (Phone System) | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal (Phone System) | | \$0 | \$0 | \$0 |
| Total Resource 0000 - Unrestricted General Education | | \$2,273,051 | \$2,904,846 | \$3,067,180 |
| Resource 0020 - Unrestricted Fundraising | | | | |
| 4300 Materials and Supplies | | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| Total Resource 0020 - Unrestricted Fundraising | | \$0 | \$0 | \$0 |
| Resource 1100 - Lottery: Unrestricted | | | | |

| | | | |
|--|------------------|------------------|------------------|
| 4300 Materials and Supplies | | | |
| Food and SWAG for parent academies and convention | \$0 | \$0 | \$0 |
| Food for Meetings | \$500 | \$750 | \$750 |
| Yoga Mats/Books | \$500 | \$750 | \$750 |
| Headphones for Chromebooks | \$100 | \$100 | \$100 |
| Food/Materials for Relay Seminars | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$2,000 | \$3,000 | \$3,000 |
| 5800 Student Field Trips | \$10,000 | \$12,000 | \$12,000 |
| 5800 Cal Poly 5th Grade Trip | \$0 | \$0 | \$6,000 |
| 6200 Leasehold Improvements | \$0 | \$0 | \$0 |
| Total Resource 1100 - Lottery: Unrestricted | \$13,100 | \$16,600 | \$22,600 |
| | | | |
| Resource 1400 - EPA Funds | | | |
| 1100 Certificated Teachers' Salaries | \$110,699 | \$114,020 | \$117,441 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$8,468 | \$8,723 | \$8,984 |
| 3401 Health and Welfare, certificated positions | \$13,483 | \$14,023 | \$14,583 |
| 3601 Workers' Compensation, certificated positions | \$1,162 | \$1,197 | \$1,233 |
| 4100 Approved Textbooks and Core Curricula Materials | \$56,243 | \$140,709 | \$140,170 |
| Total Resource 1400 - EPA Funds | \$190,056 | \$278,672 | \$282,412 |
| | | | |
| Resource 3010 - Title I Part A | | | |
| 1100 Certificated Teachers' Salaries | \$37,894 | \$38,983 | \$40,104 |
| 1130 Certificated Teachers' Salaries - subs | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2300 Noncertificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 2900 Other Classified Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$2,899 | \$2,982 | \$3,068 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3401 Health and Welfare, certificated positions | \$3,717 | \$3,866 | \$4,020 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$398 | \$409 | \$421 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | \$2,500 | \$2,500 | \$2,500 |
| 4100 Approved Textbooks and Core Curricula Materials | \$906 | \$906 | \$906 |
| 4200 Books and Other Reference Materials | \$3,191 | \$3,191 | \$3,191 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5300 Dues and Subscriptions | \$0 | \$0 | \$0 |
| 5600 Rentals, Leases, Repairs | \$3,000 | \$3,000 | \$3,000 |
| 5900 Communication | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | | |
| Tuition | \$0 | \$0 | \$0 |
| Contracted Services | \$125 | \$125 | \$125 |
| Contracted Substitutes | \$0 | \$0 | \$0 |
| Catering | \$250 | \$250 | \$250 |
| Printing | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 15.00% | \$8,432 | \$8,638 |
| Total Resource 3010 - Title I Part A | \$63,112 | \$64,644 | \$66,224 |
| | | | |
| Resource 3310 - Special Ed: IDEA | | | |
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$6,786 | \$25,000 | \$30,238 |
| 7310 Indirect Costs | 5.00% | \$339 | \$1,512 |

| | | | |
|---|------------------|------------------|------------------|
| Total Resource 3310 - Special Ed: IDEA | \$7,125 | \$26,250 | \$31,750 |
| Resource 4035 - Title II | | | |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5201 Event Registration | \$3,600 | \$3,600 | \$3,600 |
| 5602 Temporary Rentals | \$0 | \$0 | \$0 |
| 5800 Consulting Services | \$3,200 | \$3,200 | \$3,200 |
| 5801 Software Licenses | \$1,040 | \$1,040 | \$1,040 |
| 5810 Catering | \$0 | \$0 | \$0 |
| 7350 Administrative Costs | 5.00% \$392 | \$392 | \$392 |
| Total Resource 4035 - Title II | \$8,232 | \$8,232 | \$8,232 |
| Resource 4610 Public Charter School Grants | | | |
| 1100 Certificated Teachers' Salaries | \$0 | \$0 | \$0 |
| 2300 Certificated Supervisors' and Administrators' Salaries | \$0 | \$0 | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | \$166,860 | \$171,866 | \$78,676 |
| 2100 Classified Instructional Salaries | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | \$19,439 | \$20,022 | \$9,166 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$0 | \$0 | \$0 |
| 3401 Health and Welfare, certificated positions | \$28,326 | \$29,460 | \$18,955 |
| 3402 Health and Welfare, classified positions | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation, certificated positions | \$1,752 | \$1,805 | \$826 |
| 3602 Workers' Compensation, classified positions | \$0 | \$0 | \$0 |
| 4100 Approved Textbooks and Core Curricula Materials | \$35,000 | \$35,000 | \$35,000 |
| 4200 Books and Other Reference Materials | \$0 | \$0 | \$0 |
| 4300 Materials and Supplies | | | |
| Case-It Binders with Logo - binder cost | \$0 | \$0 | \$0 |
| PE Athletics/Science and Music Supplies | \$0 | \$0 | \$0 |
| 4400 Non-capitalized equipment | | | |
| Technology | \$15,000 | \$15,000 | \$15,000 |
| Furniture | \$40,000 | \$40,000 | \$40,000 |
| 5300 Dues and Subscriptions (AVID) | \$0 | \$0 | \$0 |
| 5800 Professional/Consulting Services | | | |
| Cal Poly Curriculum Development | \$0 | \$0 | \$0 |
| Leadership Elective Programming | \$0 | \$0 | \$0 |
| Transportation | \$0 | \$0 | \$0 |
| Advertising | \$0 | \$0 | \$0 |
| Printing - Curriculum Materials | \$11,000 | \$12,000 | \$12,000 |
| U-Can College Admittance Program | \$0 | \$0 | \$0 |
| CRC Per Semester Student Fees | \$0 | \$0 | \$0 |
| Emergency Preparedness Plan | \$0 | \$0 | \$0 |
| Legal and Appraisal Expenses | \$0 | \$0 | \$0 |
| Relay Graduate School Tuition | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | \$0 | \$0 | \$0 |
| 5710 Charge for Athletics | \$0 | \$0 | \$0 |
| 6400 Furniture & Equipment | \$0 | \$0 | \$0 |
| Total Resource 4610 Public Charter School Grants | \$317,378 | \$325,152 | \$209,624 |
| Resource 5310 Child Nutrition Program | | | |
| 2200 Noncertificated Support Salaries | \$19,729 | \$20,305 | \$20,898 |
| 3302 OASDI/Medicare/Alternative, classified positions | \$1,509 | \$1,553 | \$1,599 |
| 3402 Health and Welfare, classified positions | \$4,440 | \$4,618 | \$4,803 |
| 3602 Workers' Compensation, classified positions | \$207 | \$213 | \$219 |

| | | | | |
|--|-------|------------------|------------------|------------------|
| 4300 Materials and Supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4400 Non-capitalized equipment (see Resource 9003) | | \$500 | \$500 | \$500 |
| 4700 Food | | \$109,024 | \$162,689 | \$163,254 |
| 5600 Rentals, Leases, Repairs | | \$500 | \$500 | \$500 |
| 5800 Certification (1 Food Handler & 1 Manager Cert) | | \$477 | \$477 | \$477 |
| 7310 Indirect Costs | 5.00% | \$6,869 | \$9,593 | \$9,662 |
| 7438 Debt Service - Interest | | \$0 | \$0 | \$0 |
| 7439 Debt Service - Principal | | \$0 | \$0 | \$0 |
| Total Resource 5310 Child Nutrition Program | | \$144,256 | \$201,448 | \$202,912 |

Resource 5320 Supper Program

| | | | | |
|---|-------|-----------------|------------------|------------------|
| 2200 Noncertificated Support Salaries | | \$4,784 | \$4,922 | \$5,064 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$366 | \$377 | \$387 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$50 | \$52 | \$53 |
| 4300 Materials and Supplies | | \$1,000 | \$1,000 | \$1,000 |
| 4700 Food | | \$55,874 | \$83,377 | \$83,667 |
| 5800 Charge for Program Technician | | \$6,656 | \$9,601 | \$9,270 |
| 7310 Indirect Costs | 5.00% | \$3,104 | \$4,486 | \$4,509 |
| Total Resource 5320 Supper Program | | \$71,835 | \$103,815 | \$103,950 |

Resource 6300 Lottery

| | | | | |
|--|--|----------------|----------------|-----------------|
| 4100 Approved Textbooks and Core Curricula Materials (Lottery) | | \$0 | \$0 | \$0 |
| 5800 Printing and Reproduction - Curriculum Materials | | \$5,362 | \$9,604 | \$14,308 |
| Total Resource 6300 Lottery | | \$5,362 | \$9,604 | \$14,308 |

Resource 6500 - Special Ed

| | | | | |
|---|-------|------------------|------------------|------------------|
| 1100 Certificated Salaries | | \$59,167 | \$60,942 | \$62,771 |
| 1130 Certificated Teachers' Salaries - subs | | \$0 | \$0 | \$0 |
| 2100 Classified Instructional Salaries | | \$0 | \$0 | \$0 |
| 3301 OASDI/Medicare/Alternative | | \$4,526 | \$4,662 | \$4,802 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$0 | \$0 | \$0 |
| 3401 Health and Welfare | | \$16,593 | \$17,257 | \$17,947 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3601 Workers' Compensation | | \$621 | \$640 | \$659 |
| 3602 Workers' Compensation, classified positions | | \$0 | \$0 | \$0 |
| 4200 Books and Other Reference Materials | | \$2,250 | \$2,250 | \$2,250 |
| 4300 Materials and Supplies | | \$1,750 | \$1,750 | \$1,750 |
| 4400 Non-capitalized equipment | | \$0 | \$0 | \$0 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5200 Travel and Conferences | | \$1,500 | \$1,500 | \$1,500 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | (\$6,786) | (\$25,000) | (\$30,238) |
| 5800 Charge for Program Specialist | | \$79,524 | \$114,007 | \$110,343 |
| 7310 Indirect Costs | 5.00% | \$7,957 | \$8,900 | \$8,589 |
| Total Resource 6500 - Special Ed | | \$167,104 | \$186,909 | \$180,373 |

Resource 6512 Mental Health

| | | | | |
|---|-------|-----|-----|-----|
| 2100 Classified Instructional Salaries | | \$0 | \$0 | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | | \$0 | \$0 | \$0 |
| 3402 Health and Welfare, classified positions | | \$0 | \$0 | \$0 |
| 3602 Workers' Compensation, classified positions | | \$0 | \$0 | \$0 |
| 5100 Subagreements for Services | | \$0 | \$0 | \$0 |
| 5710 Transfer of Direct Costs | | \$0 | \$0 | \$0 |
| 5800 Consulting Services | | \$0 | \$0 | \$0 |
| 7310 Indirect Costs | 5.00% | \$0 | \$0 | \$0 |

| | | | | |
|---|----|----------------------------------|-------------------------------|--------------------------------|
| Total Resource 6512 Mental Health | | \$0 | \$0 | \$0 |
| Total Expenses | | \$3,260,610 | \$4,126,172 | \$4,189,564 |
| Excess of Revenue over Expenditures | | \$62,970 | \$549,790 | \$574,472 |
| Unrestricted Beginning Fund Balance | | | | |
| Restricted Beginning Fund Balance | | | | |
| Beginning Fund Balance | | <u>(\$548,685)</u> | <u>(\$485,715)</u> | <u>\$64,075</u> |
| Projected Ending Fund Balance | | <u><u>(\$485,715)</u></u> | <u><u>\$64,075</u></u> | <u><u>\$638,547</u></u> |
| Reserved for Economic Uncertainty* | 5% | \$108,456 | \$163,289 | \$170,413 |
| Reserved for Fundraising | | \$0 | \$0 | \$0 |
| Undesignated | | <u>(\$594,172)</u> | <u>(\$99,215)</u> | <u>\$468,134</u> |
| Projected Ending Fund Balance | | <u><u>(\$485,715)</u></u> | <u><u>\$64,075</u></u> | <u><u>\$638,547</u></u> |
| Contribution to (from) Unrestricted for Food Service | | (\$75,876) | (\$96,030) | (\$96,902) |
| Contribution to (from) Unrestricted for Special Education | | (\$48,626) | (\$5,274) | \$7,337 |

* - Per MOU, based on 5% of LCCF

Tecoy Porter College Prep
Facilities Costs and Funding

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|----------------------------|-----------|-----------|-----------|-----------|
| Square Feet Required | 40,000 | 40,000 | 40,000 | 40,000 |
| Rent per Square Foot | | | | |
| Annual Lease Payments | \$558,065 | \$691,663 | \$791,670 | \$845,830 |
| Pro-Rata Share per Sq Foot | \$0.08 | \$0.08 | \$0.08 | \$0.08 |
| Common Area Maintenance | \$35,200 | \$38,400 | \$38,400 | \$38,400 |
| Total Rent Expense | \$593,265 | \$730,063 | \$830,070 | \$884,230 |
| Tenant Improvements | \$113,529 | \$0 | \$0 | \$0 |
| Utilities | \$0.17 | \$74,800 | \$81,600 | \$81,600 |

New 6-8
Student Demographics

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------|------------|------------|------------|--------------|---------|
| Number of Classes: | | | | | |
| TK | 0 | 0 | 0 | 0 | 0 |
| K-3 | 0 | 0 | 0 | 0 | 0 |
| 4-6 | 0 | 0 | 0 | 0 | 2 |
| 7-8 | 0 | 0 | 0 | 0 | 2 |
| | 0 | 0 | 0 | 0 | 4 |
| ADA Rate | 0 | 0.00% | 0% | 0% | 92% |
| Unduplicated Count | 79.48% | 77.88% | 77.88% | 77.88% | 77.88% |
| PY P-2 ADA | 0 | 0 | 0 | 0 | 0 |
| Projected PY Annual ADA (97%) | 0 | 0 | 0 | 0 | 0 |
| PY Annual ADA for Lottery (1.0446) | 0 | 0 | 0 | 0 | 0 |
| <hr/> | | | | | |
| <u>2019-20</u> | <u>K-3</u> | <u>4-6</u> | <u>7-8</u> | <u>Total</u> | |
| Enrollment | | | | | |
| ADA | | | | | |
| Unduplicated Count | | | | | |
| <hr/> | | | | | |
| <u>2020-21</u> | <u>K-3</u> | <u>4-6</u> | <u>7-8</u> | <u>Total</u> | |
| Enrollment | | | | | |
| ADA | | | | | |
| Unduplicated Count | | | | | |
| <hr/> | | | | | |
| <u>2021-22</u> | <u>K-3</u> | <u>4-6</u> | <u>7-8</u> | <u>Total</u> | |
| Enrollment | | | | | |
| ADA | | | | | |
| Unduplicated Count | | | | | |
| <hr/> | | | | | |
| <u>2022-23</u> | <u>K-3</u> | <u>4-6</u> | <u>7-8</u> | <u>Total</u> | |
| Enrollment | | | | | |
| ADA | | | | | |
| Unduplicated Count | | | | | |
| <hr/> | | | | | |
| <u>2023-24</u> | <u>K-3</u> | <u>4-6</u> | <u>7-8</u> | <u>Total</u> | |
| Enrollment | | 60 | 60 | 120 | |
| ADA | | 55 | 55 | 110 | |
| Unduplicated Count | | | | 93 | |

FY 2022 - FY 2024 Charter Renewal Budget

New 6-8

Rolls Up to Fund 05

| | 2021-22 | 2022-23 | 2023-24 |
|---|------------|------------|--------------------|
| Funded ADA | | | 110 |
| LCFF Entitlement | \$11,097 | | \$1,221,349 |
| 8096 Transfers to Charter Schools in Lieu of Property Taxes | | | \$0 |
| 8012 Education Protection Act Funds | | | \$101,202 |
| 8011 LCFF - State Aid | | | \$1,120,147 |
| Total Local Control Funding Formula Sources | \$0 | \$0 | \$1,221,349 |
| Federal Revenues | | | |
| 8181 Special Education Entitlement | \$125.00 | | \$0 |
| 8182 Special Education Discretionary Grants - Mental Health | | | \$0 |
| 8220 Child Nutrition Programs | | | \$34,639 |
| 8220 Child and Adult Care Food Program | | | \$23,976 |
| 8290 Title I /Title IV | | | \$54,379 |
| 8290 Title II | | | \$8,232 |
| 8290 Other Federal Revenue | | | \$414,018 |
| 8290 CARES Act (ESSERF) | | | \$0 |
| 8290 General Federal COVID Relief - GEER | | | \$0 |
| 8290 General Federal COVID Relief - CR | | | \$0 |
| Total Federal Revenues | \$0 | \$0 | \$535,244 |
| Other State Revenues | | | |
| 8520 Child Nutrition Programs | | | \$2,815 |
| 8520 Child and Adult Care Food Program | | | \$1,670 |
| 8520 School Breakfast Program Expansion Grant | | | \$0 |
| 8560 State Lottery | \$150.00 | | \$0 |
| 8560 State Lottery-PY | | | \$0 |
| 8560 State Lottery - Restricted | \$49.00 | | \$0 |
| 8560 State Lottery - Restricted-PY | | | \$0 |
| 8590 SB740 Facilities Reimbursement | | | \$309,917 |
| 8590 SB740 Facilities Reimbursement - PY Adjustment | | | \$0 |
| 8590 Classified Employee PD Block Grant | | | \$0 |
| 8590 SSID/STAR/CELDT Testing Reimbursements | | | \$0 |
| 8590 State COVID-19 Funds GF | | | \$0 |
| 8550 Mandate Block Grant | \$17.11 | | \$0 |
| 8550 One-Time per ADA Grants | \$0.00 | | \$0 |
| 8590 Mental Health per ADA | | | \$7,200 |
| 8792 Special Education Entitlement | \$634.00 | | \$71,809 |
| Total State Revenues | \$0 | \$0 | \$393,411 |
| Other Local Revenue | | | |
| 8634 Food Service Sales | | | \$2,469 |
| 8631 Sale of Equipment and Supplies | | | \$0 |
| 8699 All other Local Revenue - Unrestricted Donations/Fundraising | | | \$0 |
| 8699 All Other Local Revenue - Facility Use | | | \$0 |
| Total Local Revenue | \$0 | \$0 | \$2,469 |
| Other Financing Sources | | | |
| 8972 Proceeds From Capital Leases | | | \$0 |
| 8979 Proceeds From TI Loans | | | \$0 |
| 8980 Contribution to Athletic Department | | | \$0 |
| Total Financing Sources | \$0 | \$0 | \$0 |

Total Revenues and Other Financing Sources

\$0 \$0 \$2,152,473

Resource 0000 - Unrestricted General Education

| | | | |
|------|--|---------|-----------|
| 1100 | Certificated Teachers' Salaries | | \$135,656 |
| 1130 | Certificated Teachers' Salaries - subs | | \$21,750 |
| 1300 | Certificated Supervisors' and Administrators' Salaries | | \$0 |
| 1900 | Other Certificated Salaries | | \$0 |
| 2100 | Classified Instructional Salaries | | \$0 |
| 2200 | Noncertificated Support Salaries | | \$66,420 |
| 2300 | Noncertificated Sup and Admin Salaries | | \$0 |
| 2400 | Clerical, Technical and Office Staff Salaries | | \$43,618 |
| 1200 | Certificated Pupil Support Salaries | | \$0 |
| 2900 | Other Classified Salaries | | \$39,359 |
| 3301 | OASDI/Medicare/Alternative, certificated positions | | \$12,042 |
| 3302 | OASDI/Medicare/Alternative, classified positions | | \$11,429 |
| 3401 | Health and Welfare, certificated positions | | \$26,075 |
| 3402 | Health and Welfare, classified positions | | \$12,005 |
| 3501 | State Unemployment Insurance, certificated | | \$11,000 |
| 3502 | State Unemployment Insurance, classified | | \$0 |
| 3601 | Workers' Compensation, certificated positions | | \$1,653 |
| 3602 | Workers' Compensation, classified positions | | \$1,569 |
| 4100 | Approved Textbooks and Core Curricula Materials | | \$36,415 |
| 4200 | Books and Other Reference Materials | | \$0 |
| 4300 | Materials and Supplies | | |
| | Instructional (\$1,000 returning/\$1,500 new classes) | | \$6,000 |
| | Recess/Incentives | | \$1,500 |
| | Case-It Binders with Logo for MS and HS students | | \$3,800 |
| | Other (Office/clerical) | | \$8,000 |
| | Custodial Supplies | | \$15,000 |
| | Bark Replacement | | \$0 |
| | PE Uniforms | | \$1,000 |
| | Promotional Material | | \$0 |
| | Parent Academy Food and Materials | | \$1,500 |
| | Advocacy Day Food and SWAG | | \$1,800 |
| | Instructional- Science curriculum supplies | | \$1,000 |
| 4400 | Non-capitalized equipment | | |
| | Technology | | \$0 |
| | Furniture | | \$0 |
| 5200 | Travel and Conferences - Parent Academy Presenters | | \$200 |
| 5300 | Dues and Memberships | | |
| | CSDC | \$3.00 | \$360 |
| | CCSA | \$10.00 | \$1,200 |
| | EdJoin | | \$100 |
| | Other Dues and Memberships (AVID) | | \$4,559 |
| 5400 | Insurance | | \$17,500 |
| 5500 | Operations and Housekeeping | | |
| | Utilities (per square foot per mo.) | | \$40,800 |
| | Alarm Monitoring (Fire and Burglar) | | \$20,654 |
| | Pest Control | | \$400 |
| 5600 | Rentals, Leases, Repairs | | |
| | Facility Rent | | \$465,600 |
| | Repairs | | \$5,000 |
| | Facilities Maintenance | | \$3,000 |
| | Copier and Credit Card Terminal Lease | | \$15,000 |
| 5710 | Charge for Athletics | | \$37,962 |

| | | | |
|---|---------|-------|-------------|
| Transfer of Direct Costs | | | \$0 |
| 5800 Professional/Consulting Services | | | |
| BTSA Stipend | | | \$0 |
| Shredding Service (Cintas) | | | \$660 |
| SAYS Elective | | | \$18,200 |
| Contracted Sub Services | | | \$0 |
| Cintas Uniforms | | | \$6,600 |
| CRC Per Semester Fees | | | \$0 |
| Landscape Maintenance | | | \$6,000 |
| Other Services and Expense (includes finance charges) | | | \$2,000 |
| Hearing and Vision Screening | | | \$1,200 |
| Printing and Reproduction | | | \$2,000 |
| Bottled Water | | | \$0 |
| Fitness Classes - Women's Wellness Club | | | \$500 |
| Legal Expenses | | | \$500 |
| Annual Permits and Fees (Alarm) | | | \$200 |
| Parent Square | \$5.00 | | \$600 |
| Illuminate Licenses (Grading and Assessment) | \$6.78 | | \$0 |
| Aeries License (SIS) | \$10.00 | | \$0 |
| MAP Testing Fees | \$12.50 | | \$1,500 |
| Edmentum Licenses/Moby Max | | | \$4,235 |
| Student Persistence Incentive Trips | | | \$3,000 |
| Leadership Elective Programming (U-Can) | | | \$0 |
| Business Services (Audit) | | | \$6,000 |
| Printing and Reproduction - Curriculum Materials | | | \$4,700 |
| Unsecured Property Tax | | | \$825 |
| IT Services | | | \$18,000 |
| IT Services Renewals (AV, Firewall, Server Warranties) | | | \$2,165 |
| Embroider Binders with Logo for MS & HS students | | | \$3,100 |
| Emergency Preparedness Plan | | | \$0 |
| Website Update | | | \$0 |
| Credit Card Processing Fees | | | \$500 |
| CMO Support (% of Revenue Limit & Block Grant) | 0.00% | | \$0 |
| Teacher Support (% of Revenue Limit & Block Grant) | 4.00% | | \$48,854 |
| Data & Analytical Support | 2.00% | | \$24,427 |
| District Oversight (% of Revenue Limit & Block Grant) | 1.00% | | \$12,213 |
| 5900 Communications | | | |
| Postage & Postage Meter Rental | | | \$2,000 |
| Additional wireless | | | \$0 |
| Cell Phone Service | | | \$6,500 |
| Smart Voice and Internet | | | \$16,000 |
| 6170 Site Improvements | | | \$0 |
| 6200 Leasehold Improvements | | | \$0 |
| 6400 Furniture & Equipment | | | \$15,000 |
| 7310 Indirect Costs | | | (\$8,864) |
| 7438 Debt Service - Interest (TI/Playground) | | | \$0 |
| 7439 Debt Service - Principal (TI/Playground) | | | \$0 |
| 7438 Debt Service - Interest (Phone System) | | | \$0 |
| 7439 Debt Service - Principal (Phone System) | | | \$0 |
| Total Resource 0000 - Unrestricted General Education | | <hr/> | <hr/> |
| | | \$0 | \$0 |
| | | | \$1,269,540 |
| Resource 0020 - Unrestricted Fundraising | | | |
| 4300 Materials and Supplies | | | \$0 |
| 4400 Non-capitalized equipment | | | \$0 |
| 5600 Rentals, Leases, Repairs | | | \$0 |
| 5800 Consulting Services | | | \$0 |

| | | | | |
|--|--------|-----|-----|------------|
| Total Resource 0020 - Unrestricted Fundraising | | \$0 | \$0 | \$0 |
| Resource 1100 - Lottery: Unrestricted | | | | |
| 4300 Materials and Supplies | | | | |
| Food and SWAG for parent academies and convention | | | | \$0 |
| Food for Meetings | | | | \$500 |
| Yoga Mats/Books | | | | \$500 |
| Headphones for Chromebooks | | | | \$0 |
| Food/Materials for Relay Seminars | | | | \$0 |
| 5200 Travel and Conferences | | | | \$2,000 |
| 5800 Student Field Trips | | | | \$22,000 |
| 5800 Cal Poly 5th Grade Trip | | | | \$0 |
| 6200 Leasehold Improvements | | | | \$0 |
| Total Resource 1100 - Lottery: Unrestricted | | \$0 | \$0 | \$25,000 |
| Resource 1400 - EPA Funds | | | | |
| 1100 Certificated Teachers' Salaries | | | | \$110,154 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | | | \$8,427 |
| 3401 Health and Welfare, certificated positions | | | | \$17,880 |
| 3601 Workers' Compensation, certificated positions | | | | \$1,157 |
| 4100 Approved Textbooks and Core Curricula Materials | | | | (\$36,415) |
| Total Resource 1400 - EPA Funds | | \$0 | \$0 | \$101,202 |
| Resource 3010 - Title I Part A | | | | |
| 1100 Certificated Teachers' Salaries | | | | \$34,328 |
| 1130 Certificated Teachers' Salaries - subs | | | | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | | | | \$0 |
| 2300 Noncertificated Supervisors' and Administrators' Salaries | | | | \$0 |
| 2100 Classified Instructional Salaries | | | | \$0 |
| 2900 Other Classified Salaries | | | | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | | | \$2,626 |
| 3302 OASDI/Medicare/Alternative, classified positions | | | | \$0 |
| 3401 Health and Welfare, certificated positions | | | | \$0 |
| 3402 Health and Welfare, classified positions | | | | \$0 |
| 3601 Workers' Compensation, certificated positions | | | | \$360 |
| 3602 Workers' Compensation, classified positions | | | | \$0 |
| 4300 Materials and Supplies | | | | \$2,500 |
| 4100 Approved Textbooks and Core Curricula Materials | | | | \$906 |
| 4200 Books and Other Reference Materials | | | | \$3,191 |
| 5200 Travel and Conferences | | | | \$0 |
| 5300 Dues and Subscriptions | | | | \$0 |
| 5600 Rentals, Leases, Repairs | | | | \$3,000 |
| 5900 Communication | | | | \$0 |
| 5800 Consulting Services | | | | |
| Tuition | | | | \$0 |
| Contracted Services | | | | \$125 |
| Contracted Substitutes | | | | \$0 |
| Catering | | | | \$250 |
| Printing | | | | \$0 |
| 7350 Administrative Costs | 15.00% | \$0 | \$0 | \$7,093 |
| Total Resource 3010 - Title I Part A | | \$0 | \$0 | \$54,379 |
| Resource 3310 - Special Ed: IDEA | | | | |
| 2100 Classified Instructional Salaries | | | | \$0 |
| 3302 OASDI/Medicare/Alternative, classified positions | | | | \$0 |
| 3402 Health and Welfare, classified positions | | | | \$0 |

| | | | |
|--|-------|-----|-----|
| 3602 Workers' Compensation, classified positions | | | \$0 |
| 5800 Consulting Services | | | \$0 |
| 7310 Indirect Costs | 5.00% | | \$0 |
| Total Resource 3310 - Special Ed: IDEA | | \$0 | \$0 |

Resource 4035 - Title II

| | | | |
|---|-------|-----|---------|
| 1300 Certificated Supervisors' and Administrators' Salaries | | | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | | \$0 |
| 3601 Workers' Compensation, certificated positions | | | \$0 |
| 5200 Travel and Conferences | | | \$0 |
| 5201 Event Registration | | | \$3,600 |
| 5602 Temporary Rentals | | | \$0 |
| 5800 Consulting Services | | | \$3,200 |
| 5801 Software Licenses | | | \$1,040 |
| 5810 Catering | | | \$0 |
| 7350 Administrative Costs | 5.00% | | \$392 |
| Total Resource 4035 - Title II | | \$0 | \$8,232 |

Resource 4610 Public Charter School Grants

| | | | |
|---|--|-----|-----------|
| 1100 Certificated Teachers' Salaries | | | \$0 |
| 2300 Certificated Supervisors' and Administrators' Salaries | | | \$0 |
| 1300 Certificated Supervisors' and Administrators' Salaries | | | \$98,345 |
| 2100 Classified Instructional Salaries | | | \$0 |
| 3301 OASDI/Medicare/Alternative, certificated positions | | | \$11,457 |
| 3302 OASDI/Medicare/Alternative, classified positions | | | \$0 |
| 3401 Health and Welfare, certificated positions | | | \$11,683 |
| 3402 Health and Welfare, classified positions | | | \$0 |
| 3601 Workers' Compensation, certificated positions | | | \$1,033 |
| 3602 Workers' Compensation, classified positions | | | \$0 |
| 4100 Approved Textbooks and Core Curricula Materials | | | \$45,000 |
| 4200 Books and Other Reference Materials | | | \$0 |
| 4300 Materials and Supplies | | | |
| Case-It Binders with Logo - binder cost | | | \$4,000 |
| PE Athletics/Science and Music Supplies | | | \$15,000 |
| 4400 Non-capitalized equipment | | | |
| Technology | | | \$60,000 |
| Furniture | | | \$150,000 |
| 5300 Dues and Subscriptions (AVID) | | | \$0 |
| 5800 Professional/Consulting Services | | | |
| Cal Poly Curriculum Development | | | \$0 |
| Leadership Elective Programming | | | \$0 |
| Transportation | | | \$0 |
| Advertising | | | \$0 |
| Printing - Curriculum Materials | | | \$15,000 |
| U-Can College Admittance Program | | | \$0 |
| CRC Per Semester Student Fees | | | \$0 |
| Emergency Preparedness Plan | | | \$2,500 |
| Legal and Appraisal Expenses | | | \$0 |
| Relay Graduate School Tuition | | | \$0 |
| 5200 Travel and Conferences | | | \$0 |
| 5710 Charge for Athletics | | | \$0 |
| 6400 Furniture & Equipment | | | \$0 |
| Total Resource 4610 Public Charter School Grants | | \$0 | \$414,018 |

Resource 5310 Child Nutrition Program

| | | | |
|---------------------------------------|--|--|-----|
| 2200 Noncertificated Support Salaries | | | \$0 |
|---------------------------------------|--|--|-----|

| | | | | |
|---|-------|-----|----------|----------|
| 3302 OASDI/Medicare/Alternative, classified positions | | | \$0 | |
| 3402 Health and Welfare, classified positions | | | \$0 | |
| 3602 Workers' Compensation, classified positions | | | \$0 | |
| 4300 Materials and Supplies | | | \$1,000 | |
| 4400 Non-capitalized equipment (see Resource 9003) | | | \$500 | |
| 4700 Food | | | \$34,910 | |
| 5600 Rentals, Leases, Repairs | | | \$500 | |
| 5800 Certification (1 Food Handler & 1 Manager Cert) | | | \$477 | |
| 7310 Indirect Costs | 5.00% | | \$1,869 | |
| 7438 Debt Service - Interest | | | \$0 | |
| 7439 Debt Service - Principal | | | \$0 | |
| Total Resource 5310 Child Nutrition Program | | \$0 | \$0 | \$39,256 |

Resource 5320 Supper Program

| | | | | |
|---|-------|-----|----------|----------|
| 2200 Noncertificated Support Salaries | | | \$4,620 | |
| 3302 OASDI/Medicare/Alternative, classified positions | | | \$353 | |
| 3402 Health and Welfare, classified positions | | | \$0 | |
| 3602 Workers' Compensation, classified positions | | | \$49 | |
| 4300 Materials and Supplies | | | \$1,000 | |
| 4700 Food | | | \$18,033 | |
| 5800 Charge for Program Technician | | | \$3,528 | |
| 7310 Indirect Costs | 5.00% | | \$1,379 | |
| Total Resource 5320 Supper Program | | \$0 | \$0 | \$28,962 |

Resource 6300 Lottery

| | | | | |
|--|--|-----|-----|-----|
| 4100 Approved Textbooks and Core Curricula Materials (Lottery) | | | \$0 | |
| 5800 Printing and Reproduction - Curriculum Materials | | | \$0 | |
| Total Resource 6300 Lottery | | \$0 | \$0 | \$0 |

Resource 6500 - Special Ed

| | | | | |
|---|-------|-----|----------|----------|
| 1100 Certificated Salaries | | | \$27,132 | |
| 1130 Certificated Teachers' Salaries - subs | | | \$0 | |
| 2100 Classified Instructional Salaries | | | \$0 | |
| 3301 OASDI/Medicare/Alternative | | | \$2,076 | |
| 3302 OASDI/Medicare/Alternative, classified positions | | | \$0 | |
| 3401 Health and Welfare | | | \$3,598 | |
| 3402 Health and Welfare, classified positions | | | \$0 | |
| 3601 Workers' Compensation | | | \$285 | |
| 3602 Workers' Compensation, classified positions | | | \$0 | |
| 4200 Books and Other Reference Materials | | | \$2,250 | |
| 4300 Materials and Supplies | | | \$1,750 | |
| 4400 Non-capitalized equipment | | | \$0 | |
| 5100 Subagreements for Services | | | \$0 | |
| 5200 Travel and Conferences | | | \$1,500 | |
| 5710 Transfer of Direct Costs | | | \$0 | |
| 5800 Consulting Services | | | \$0 | |
| 5800 Charge for Program Specialist | | | \$41,999 | |
| 7310 Indirect Costs | 5.00% | | \$4,029 | |
| Total Resource 6500 - Special Ed | | \$0 | \$0 | \$84,618 |

Resource 6512 Mental Health

| | | | |
|---|--|--|----------|
| 2100 Classified Instructional Salaries | | | \$25,869 |
| 3302 OASDI/Medicare/Alternative, classified positions | | | \$1,979 |
| 3402 Health and Welfare, classified positions | | | \$3,598 |
| 3602 Workers' Compensation, classified positions | | | \$272 |
| 5100 Subagreements for Services | | | \$0 |

| | | | |
|---|-------|------------|--------------------|
| 5710 Transfer of Direct Costs | | | \$0 |
| 5800 Consulting Services | | | \$0 |
| 7310 Indirect Costs | 5.00% | | \$1,586 |
| Total Resource 6512 Mental Health | | \$0 | \$0 |
| | | | \$33,303 |
| Total Expenses | | \$0 | \$0 |
| | | | \$2,058,511 |
| Excess of Revenue over Expenditures | | \$0 | \$0 |
| | | | \$93,962 |
| Unrestricted Beginning Fund Balance | | | |
| Restricted Beginning Fund Balance | | | |
| Beginning Fund Balance | | \$0 | \$0 |
| | | | \$0 |
| Projected Ending Fund Balance | | \$0 | \$0 |
| | | | \$93,962 |
| Reserved for Economic Uncertainty* | 5% | \$0 | \$0 |
| | | | \$61,067 |
| Reserved for Fundraising | | \$0 | \$0 |
| | | | \$0 |
| Undesignated | | \$0 | \$0 |
| | | | \$32,894 |
| Projected Ending Fund Balance | | \$0 | \$0 |
| | | | \$93,962 |
| Contribution to (from) Unrestricted for Food Service | | \$0 | \$0 |
| | | | (\$28,296) |
| Contribution to (from) Unrestricted for Special Education | | \$0 | \$0 |
| | | | (\$12,809) |

* - Per MOU, based on 5% of LCCF

New 6-8
Facilities Costs and Funding

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|----------------------------|---------|---------|---------|-----------|
| Square Feet Required | | | | 20,000 |
| Rent per Square Foot | | | | 1.79 |
| Annual Lease Payments | | | | \$429,600 |
| Pro-Rata Share per Sq Foot | | | | \$0.15 |
| Common Area Maintenance | | | | \$36,000 |
| Total Rent Expense | | | | \$465,600 |
| Tenant Improvements | | | | \$0 |
| Utilities | \$0.17 | | | \$40,800 |

FY 2022 - FY 2024 Charter Renewal Budget
All Sacramento Fortune Charters- Location 000
Rolls Up to Fund 05

| | 2021-22 | | 2022-23 | | 2023-24 | |
|---|------------------|----------|------------------|----------|------------------|----------|
| Resource 0500 - Revenue | | | | | | |
| Contributions from FS | 3.61% | \$12,453 | 4.64% | \$15,715 | 3.93% | \$13,603 |
| Contributions from WLCP | 4.82% | \$16,604 | 4.84% | \$16,398 | 4.21% | \$14,552 |
| Contributions from EWCP | 21.69% | \$74,716 | 18.15% | \$61,492 | 16.47% | \$56,943 |
| Contributions from ARCP | 4.22% | \$14,528 | 4.84% | \$16,398 | 3.66% | \$12,654 |
| Contributions from HMCP | 15.66% | \$53,961 | 15.32% | \$51,926 | 15.46% | \$53,463 |
| Contributions from ECHS | 28.31% | \$97,546 | 28.02% | \$94,971 | 27.90% | \$96,487 |
| Contributions from FMS | 21.69% | \$74,716 | 18.15% | \$61,492 | 16.47% | \$56,943 |
| Contributions from TPCP | | | | | 0.91% | \$3,163 |
| Contributions from New 6-8 | | | 6.05% | \$20,497 | 10.98% | \$37,962 |
| | \$344,523 | | \$338,889 | | \$345,770 | |
| Resource 0500 - Fortune Athletic Department | | | | | | |
| 2100 Classified Instructional Salaries | \$50,500 | | \$50,500 | | \$50,500 | |
| 2300 Noncertificated Sup and Admin Salaries | \$59,987 | | \$61,787 | | \$63,640 | |
| 2400 Clerical, Technical and Office Staff Salaries | \$2,500 | | \$2,500 | | \$2,500 | |
| 3302 OASDI/Medicare/Alternative, classified positions | \$11,043 | | \$11,253 | | \$11,469 | |
| 3402 Health and Welfare, classified positions | \$17,557 | | \$18,259 | | \$18,990 | |
| 3602 Workers' Compensation, classified positions | \$1,186 | | \$1,205 | | \$1,225 | |
| 4300 Materials and Supplies | | | | | | |
| Equipment: Basketball | \$1,500 | | \$1,500 | | \$1,500 | |
| Equipment: Cheer | \$500 | | \$500 | | \$500 | |
| Equipment: Track | \$3,000 | | \$3,000 | | \$3,000 | |
| Equipment: Volleyball | \$500 | | \$4,000 | | \$4,000 | |
| Equipment: Soccer | \$3,000 | | \$1,500 | | \$1,500 | |
| Uniforms: Basketball | \$7,500 | | \$5,000 | | \$5,000 | |
| Uniforms: Cheer | \$800 | | \$2,000 | | \$2,000 | |
| Uniforms: Track | \$5,000 | | \$5,000 | | \$5,000 | |
| Uniforms: Volleyball | \$1,000 | | \$5,000 | | \$5,000 | |
| Uniforms: Soccer | \$1,500 | | \$1,500 | | \$1,500 | |
| Advertising & Promotional Materials | \$5,000 | | \$7,500 | | \$7,500 | |
| Administrative | \$600 | | \$600 | | \$600 | |
| 4400 | | | | | | |
| Technology-Pixelot | \$0 | | \$0 | | \$0 | |
| Non Capital Equipment | \$0 | | \$0 | | \$0 | |
| 5200 Travel and Conference | \$0 | | \$0 | | \$0 | |
| 5300 Dues and Memberships | | | | | | |
| CIF License/ Registration Fees | \$4,000 | | \$4,500 | | \$4,500 | |
| 5400 Insurance | \$2,000 | | \$2,000 | | \$2,000 | |
| 5500 Operations and Housekeeping | | | | | | |
| Utilities (per square foot per mo.) | \$0 | | \$0 | | \$0 | |
| 5600 Rentals, Leases, Repairs (Gym rentals) | \$0 | | \$0 | | \$0 | |
| 5800 Professional/Consulting Services | | | | | | |
| Transportation | \$0 | | \$0 | | \$0 | |
| Team Photos | \$2,000 | | \$2,000 | | \$2,000 | |
| Website Development | \$0 | | \$0 | | \$0 | |
| Coach Background Checks | \$200 | | \$200 | | \$200 | |
| Officials- Basketball & Volleyball | \$7,000 | | \$7,000 | | \$7,000 | |
| Tournament Fees - Basketball | \$0 | | \$0 | | \$0 | |
| Other services and expenses | \$1,000 | | \$1,000 | | \$1,000 | |
| HD Camera (Pixelot) | | | | | | |
| 5900 Communications | | | | | | |
| Cell Phone Service | \$900 | | \$900 | | \$900 | |
| 6400 Furniture & Equipment | \$20,000 | | \$0 | | \$0 | |
| Total Resource 0500 - Athletic Department | \$209,774 | | \$200,204 | | \$203,023 | |

Fortune School of Education
 Salary Budgets
 July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Fire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustm | Subst for Sick Days | Total Comp | FICA 0.022 | Medi 0.0145 | Total Rates | Mo. Premium | 4.00% No Cal Medical | 4.00% So Cal No Cal | Match | 403b | Pub Schl W/C | Higher Ed W/C | Total Costs |
|--|------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------|----------------------------|------------------------|------------|---------------|----------------|----------------|-------------|-------------------------|------------------------|---------|----------|-----------------|------------------|----------------|
| Fortune School County-wide | | | | | | | | | | | | | | | | | | | | | |
| 41 Athletic Director | 1.00 | | 8/1/2016 | 100% | \$4,999 | 4 | \$19,996 | \$290 | \$1,530 | \$1,430 | \$7,149 | \$800 | \$210 | \$20,884 | \$290 | \$1,530 | \$1,430 | \$7,149 | \$800 | \$210 | \$20,884 |
| 23000500 | | | | yes fair 700 | \$4,999 | 8 | \$39,991 | \$2,479 | \$3,059 | \$1,487 | \$10,408 | \$1,600 | \$420 | \$55,479 | \$580 | \$3,059 | \$1,487 | \$10,408 | \$1,600 | \$420 | \$55,479 |
| Admin Assistant Stipend | 1.00 | | | 0% | \$2,500 | 1 | \$2,500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 24000500 | | | | | \$2,500 | 0 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Boys Basketball- Head Stipend 5-8 | 1.00 | | | 0% | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Boys Basketball- Assistant Stipend 5-8 | 1.00 | | | 0% | \$1,250 | 1 | \$1,250 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$1,250 | 0 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Boys Basketball- Head Stipend High School | 1.00 | | | 0% | \$5,000 | 1 | \$5,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$5,000 | 1 | \$5,000 | \$310 | \$73 | \$383 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Boys Basketball- Assistant Stipend High School | 1.00 | | | 0% | \$1,500 | 1 | \$1,500 | \$93 | \$22 | \$115 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$1,500 | 0 | \$1,500 | \$53 | \$22 | \$115 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Girls Basketball- Head Stipend 5-8 | 1.00 | | | 0% | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$2,500 | 0 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Girls Basketball- Assistant Stipend 5-8 | 1.00 | | | 0% | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Girls Basketball- Head Stipend High School | 1.00 | | | 0% | \$5,000 | 1 | \$5,000 | \$310 | \$73 | \$383 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$5,000 | 0 | \$5,000 | \$310 | \$73 | \$383 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Girls Basketball- Assistant Stipend High School | 1.00 | | | 0% | \$1,500 | 1 | \$1,500 | \$93 | \$22 | \$115 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$1,500 | 1 | \$1,500 | \$93 | \$22 | \$115 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Basketball Development (Intramurals) Not in 20-21 | 0.00 | | | 0% | \$500 | 1 | \$500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$500 | 0 | \$500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Rugby Development (Intramurals) Not in 20-21 | 0.00 | | | 0% | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$0 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Boys Track- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Boys Track- Assistant Stipend High School | 1.00 | | | 0% | \$1,250 | 1 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$1,250 | 0 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Girls Track- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Girls Track- Assistant Stipend High School | 1.00 | | | 0% | \$1,250 | 1 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$1,250 | 0 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Boys Soccer- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$2,500 | 0 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Boys Soccer- Assistant Stipend High School | 1.00 | | | 0% | \$1,000 | 1 | \$1,000 | \$62 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$1,000 | 1 | \$1,000 | \$62 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Girls Soccer- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$2,500 | 0 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Girls Soccer- Assistant Stipend High School | 1.00 | | | 0% | \$1,000 | 1 | \$1,000 | \$62 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$1,000 | 1 | \$1,000 | \$62 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Boys Volleyball- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Salary | Months/Hours Paid | Salary | Symposium Other Adjustm | Subst for Sick Days | Total Comp | FICA 0.022 | Medi 0.0145 | Total Taxes | 4.00% No Cal Medical Mo. Premium | 4.00% So Cal Annual Cost | 4% Metro | Pub Schl W/C 0.0106 | Higher Ed W/C 0.0088 | Total Coste | |
|--|------|---------------------------|-----------------|-----------------------------|----------------------|-------------------|----------------------|-------------------------|---------------------|----------------------|--------------------|---------------|--------------------|----------------------------------|--------------------------|------------|---------------------|----------------------|--------------|----------------------|
| Boys Volleyball - Assistant Stipend High School | 1.00 | Vacant | | 0% | \$1,000 | 1 | \$1,000 | \$0 | \$0 | \$1,000 | \$62 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$11 | \$1,087 |
| Girls Volleyball - Head Stipend High School | 1.00 | Vacant | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Girls Volleyball - Assistant Stipend High School | 1.00 | Vacant | | 0% | \$1,000 | 1 | \$1,000 | \$0 | \$0 | \$1,000 | \$62 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$11 | \$1,087 |
| Cheer - Head Stipend 5-8 | 1.00 | Vacant | | 0% | \$2,500 | 1 | \$2,500 | \$0 | \$0 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$26 | \$2,718 |
| Cheer - Assistant Stipend 5-8 | 1.00 | Ludd, N | | 0% | \$1,250 | 1 | \$1,250 | \$0 | \$0 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$0 | \$0 | \$13 | \$1,359 |
| Cheer - Head Stipend High School | 1.00 | Vacant | | 0% | \$6,000 | 1 | \$6,000 | \$0 | \$0 | \$6,000 | \$372 | \$87 | \$459 | \$0 | \$0 | \$0 | \$0 | \$0 | \$63 | \$6,622 |
| Cheer - Assistant Stipend High School | 1.00 | Vacant | | 0% | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Music Director Develop Drumline - Program 030 | 1.00 | Stefan Diabose Pos #34 | 7/1/2019 | 0% | \$7,780 \$7,780 | 4 4 | \$31,520 \$32,230 | \$0 | \$0 | \$31,520 \$32,230 | \$1,629 \$1,858 | \$451 \$92 | \$2,381 \$1,201 | \$1,813 \$1,886 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$27 \$64 | \$42,884 \$42,885 |
| Sub Total Athletics and Drumline | | | | | | | | | | | | | | | | | | | | |
| Fortune School | | | | | | | | | | | | | | | | | | | | |
| Principal | 1.00 | Howard | 7/1/2017 | 100% | \$7,503 | 4 | \$30,014 | \$1,881 | \$435 | \$30,014 | \$1,881 | \$435 | \$2,296 | \$126 | \$10,629 | \$1,201 | \$315 | \$44,455 | | |
| | 1.00 | | 7/29/2013 | | \$7,503 | 8 | \$60,027 | \$3,722 | \$970 | \$60,027 | \$3,722 | \$970 | \$4,592 | \$2,211 | \$15,476 | \$2,401 | \$630 | \$83,127 | | |
| | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$17 | \$1,794 | |
| | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$17 | \$1,794 | |
| | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$17 | \$1,794 | |
| Office Manager | 8.00 | Slms | 11/1/2014 | 100% | \$24.11 | 89 | \$17,166 | \$1,064 | \$249 | \$17,166 | \$1,064 | \$249 | \$1,313 | \$171 | \$5,854 | \$667 | \$180 | \$25,199 | | |
| | 1.00 | Pos# 31 | | | \$24.11 | 173 | \$33,367 | \$2,069 | \$484 | \$33,367 | \$2,069 | \$484 | \$2,553 | \$1,218 | \$8,523 | \$1,335 | \$350 | \$46,127 | | |
| | 2.00 | | | | \$24.11 | 262 | \$50,333 | \$0 | \$0 | \$50,333 | \$3,133 | \$733 | \$3,866 | \$0 | \$14,377 | \$2,021 | \$531 | \$71,327 | | |
| School Secretary | 8.00 | Velasquez, Janet 115 | 8/3/2018 | 0% | \$18.22 | 89 | \$12,970 | \$804 | \$188 | \$12,970 | \$804 | \$188 | \$992 | \$226 | \$3,632 | \$0 | \$136 | \$17,730 | | |
| | 1.00 | Pos# 32 | | | \$18.22 | 173 | \$25,211 | \$1,953 | \$366 | \$25,211 | \$1,953 | \$366 | \$1,929 | \$755 | \$2,288 | \$0 | \$265 | \$32,692 | | |
| | 2.00 | | | | \$18.22 | 262 | \$38,180 | \$0 | \$0 | \$38,180 | \$2,367 | \$554 | \$2,921 | \$0 | \$8,920 | \$0 | \$401 | \$50,422 | | |
| Parent Liaison | 8.00 | Johnson | 10/23/2013 | 100% | \$23.34 | 89 | \$16,618 | \$1,030 | \$241 | \$16,618 | \$1,030 | \$241 | \$1,271 | \$2,159 | \$10,794 | \$665 | \$174 | \$20,922 | | |
| | 1.00 | Pos# 33 | | | \$23.34 | 173 | \$32,302 | \$2,003 | \$468 | \$32,302 | \$2,003 | \$468 | \$2,471 | \$2,245 | \$15,716 | \$1,292 | \$339 | \$52,120 | | |
| | 2.00 | | | | \$23.34 | 262 | \$48,202 | \$0 | \$0 | \$48,202 | \$3,033 | \$709 | \$3,742 | \$0 | \$26,509 | \$1,957 | \$514 | \$61,142 | | |
| Food Services Coordinator | 6.00 | Andrews, J | 1/23/2012 | 0% | \$17.91 | 60 | \$6,446 | \$430 | \$540 | \$6,446 | \$426 | \$100 | \$526 | \$0 | \$0 | \$0 | \$72 | \$7,474 | | |
| | 0.50 | Pos# 34 | | | \$17.91 | 143 | \$15,364 | \$966 | \$231 | \$15,364 | \$966 | \$231 | \$1,217 | \$0 | \$0 | \$0 | \$167 | \$17,285 | | |
| | 2.00 | | | | \$17.91 | 203 | \$21,811 | \$430 | \$540 | \$22,780 | \$1,412 | \$330 | \$1,743 | \$0 | \$0 | \$0 | \$239 | \$24,762 | | |
| Supper Coordinator | 2.00 | Andrews, J | 8/6/2014 | 0% | \$17.91 | 47 | \$1,683 | \$104 | \$24 | \$1,683 | \$104 | \$24 | \$129 | \$0 | \$0 | \$0 | \$18 | \$1,830 | | |
| | 0.50 | Pos# 35 | | | \$17.91 | 102 | \$3,623 | \$238 | \$56 | \$3,623 | \$238 | \$56 | \$293 | \$0 | \$0 | \$0 | \$40 | \$4,106 | | |
| | 2.00 | | | | \$17.91 | 149 | \$5,336 | \$0 | \$160 | \$5,336 | \$342 | \$80 | \$422 | \$0 | \$0 | \$0 | \$66 | \$6,166 | | |
| Food Service Coordinator Aide | 2.00 | Vacant | 8/1/2021 | 0% | \$15.45 | 54 | \$1,669 | \$371 | \$360 | \$1,669 | \$126 | \$30 | \$156 | \$0 | \$0 | \$0 | \$24 | \$2,177 | | |
| | 0.00 | Pos# 304 Erd Furlough | | | \$15.45 | 127 | \$3,924 | \$0 | \$0 | \$3,924 | \$266 | \$62 | \$328 | \$0 | \$0 | \$0 | \$45 | \$4,657 | | |
| | 2.00 | | | | \$15.45 | 181 | \$5,893 | \$371 | \$360 | \$6,324 | \$362 | \$92 | \$484 | \$0 | \$0 | \$0 | \$66 | \$6,874 | | |
| Custodian - Day | 8.00 | Flores, Ariana | 10/24/2016 | 0% | \$17.74 | 89 | \$12,629 | \$763 | \$183 | \$12,629 | \$763 | \$183 | \$966 | \$813 | \$4,066 | \$0 | \$133 | \$17,795 | | |
| | 1.00 | Pos# 37 | | | \$17.74 | 173 | \$24,449 | \$1,716 | \$401 | \$24,449 | \$1,716 | \$401 | \$1,946 | \$5,921 | \$0 | \$291 | \$35,997 | | | |
| | 2.00 | | | | \$17.74 | 262 | \$37,179 | \$0 | \$384 | \$40,289 | \$2,499 | \$584 | \$3,067 | \$0 | \$19,987 | \$0 | \$423 | \$53,792 | | |
| Custodian - Night | 8.00 | Dorsey, Nela | 11/9/2021 | 0% | \$15.91 | 89 | \$11,300 | \$702 | \$184 | \$11,300 | \$702 | \$184 | \$967 | \$1,195 | \$5,928 | \$0 | \$119 | \$19,422 | | |
| | 1.00 | Pos# 114 | | | \$15.91 | 173 | \$22,024 | \$1,559 | \$365 | \$22,024 | \$1,559 | \$365 | \$1,924 | \$1,233 | \$6,628 | \$0 | \$264 | \$35,860 | | |
| | 2.00 | | | | \$15.91 | 262 | \$33,365 | \$0 | \$529 | \$36,475 | \$2,261 | \$529 | \$2,760 | \$0 | \$14,554 | \$0 | \$383 | \$54,202 | | |
| Custodial - Bridge | 4.00 | Jackson, Brandon | 11/09/2020 | 0% | \$17.91 | 89 | \$6,375 | \$215 | \$480 | \$6,375 | \$409 | \$96 | \$504 | \$0 | \$0 | \$0 | \$69 | \$7,163 | | |
| | 0.00 | Pos# 115 | | | \$17.91 | 173 | \$12,932 | \$798 | \$187 | \$12,932 | \$798 | \$187 | \$985 | \$0 | \$0 | \$0 | \$135 | \$13,992 | | |
| | 2.00 | | | | \$17.91 | 262 | \$18,768 | \$215 | \$480 | \$19,463 | \$1,207 | \$262 | \$1,489 | \$0 | \$0 | \$0 | \$204 | \$21,156 | | |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| FTE | Position | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly | Months/Hours Paid | Salary | Symptom/Other Adj | Subs for Sick Days | Total Comp | FICA | Medi | Total | 4.00% No Cal | 4% Medi | Pub Sch/ 403b | Higher Ed | WIC | |
|-------|---|-----------------|-----------------------------|---------------|-------------------|----------|-------------------|--------------------|------------|---------|-------|---------|--------------|----------|---------------|-----------|----------|-----------|
| | | | | | | | | | | | | | | | | | | 8/12/2012 |
| 8.00 | Instructional Aide - Mental Health (1.00 FTE) (3.20) Pos #382 | 2/8/2017 | 0% | \$17.39 | 59 | \$8,751 | \$7,887 | \$417 | \$8,204 | \$509 | \$119 | \$628 | \$723 | \$1,808 | \$0 | \$86 | \$10,726 | \$0 |
| 0.50 | Instructional Aide - Mental Health (.95 FTE) (3.15) Pos #356 | 2/3/2020 | 0% | \$15.91 | 59 | \$7,877 | \$6,933 | \$417 | \$7,290 | \$180 | \$276 | \$1,456 | \$752 | \$2,632 | \$0 | \$200 | \$10,233 | \$0 |
| 8.00 | Instructional Aide - RTI (962.5 FTE) (3.50) Pos #39 | 10/24/2013 | 100% | \$18.82 | 142 | \$29,338 | \$452 | \$720 | \$30,510 | \$1,862 | \$442 | \$2,334 | \$0 | \$0 | \$0 | \$274 | \$33,164 | \$0 |
| 2.00 | Yoga Instructor | 8/21/2019 | 0% | \$42.44 | 57 | \$4,938 | \$332 | \$509 | \$5,347 | \$332 | \$78 | \$409 | \$0 | \$0 | \$0 | \$56 | \$5,812 | \$0 |
| 0.50 | Yoga Lead Teacher | 8/21/2019 | 0% | \$42.44 | 25 | \$2,121 | \$255 | \$0 | \$2,376 | \$187 | \$42 | \$229 | \$0 | \$0 | \$0 | \$33 | \$2,609 | \$0 |
| 4.00 | Behavior Aide - (Title 1) | 10/8/2019 | 0% | \$15.91 | 56 | \$3,453 | \$191 | \$360 | \$3,644 | \$226 | \$53 | \$279 | \$0 | \$0 | \$0 | \$38 | \$3,961 | \$0 |
| 0.25 | Reading Aide | 10/3/2016 | 100% | \$17.39 | 56 | \$3,984 | \$209 | \$360 | \$4,153 | \$254 | \$59 | \$314 | \$0 | \$0 | \$0 | \$164 | \$4,317 | \$0 |
| 5.50 | Behavior Technician (94FTE) | 8/17/2016 | 0% | \$17.39 | 54 | \$5,165 | \$417 | \$360 | \$5,582 | \$944 | \$81 | \$427 | \$0 | \$0 | \$0 | \$59 | \$6,008 | \$0 |
| 0.50 | Behavior Technician | 1/5/2021 | 0% | \$15.46 | 54 | \$4,989 | \$371 | \$360 | \$5,360 | \$272 | \$72 | \$379 | \$0 | \$0 | \$0 | \$52 | \$5,991 | \$0 |
| 7.50 | Behavior Technician (94FTE) | 3/23/2015 | 0% | \$17.91 | 127 | \$17,311 | \$417 | \$360 | \$18,088 | \$1,121 | \$262 | \$1,384 | \$0 | \$0 | \$0 | \$131 | \$19,662 | \$0 |
| 1.00 | 1 Kindergarten | 8/1/2019 | 0% | \$5.188 | 3 | \$15,865 | \$965 | \$226 | \$17,056 | \$657 | \$111 | \$862 | \$750 | \$3,750 | \$0 | \$163 | \$20,688 | \$0 |
| 2.00 | 2 Kindergarten | 8/1/2020 | 0% | \$5.091 | 11 | \$5,099 | \$347 | \$0 | \$5,446 | \$367 | \$812 | \$4,284 | \$0 | \$0 | \$0 | \$275 | \$5,759 | \$0 |
| 3.00 | 3 1st Grade | 8/1/2014 | 0% | \$5.078 | 3 | \$15,233 | \$944 | \$221 | \$16,398 | \$444 | \$116 | \$757 | \$3,787 | \$0 | \$160 | \$20,345 | \$0 | |
| 4.00 | 4 2nd Grade - Math/Science | 8/1/2019 | 0% | \$5.051 | 8 | \$40,622 | \$2,519 | \$589 | \$43,730 | \$3,108 | \$788 | \$5,514 | \$0 | \$427 | \$49,670 | \$0 | | |
| 5.00 | 5 1st Grade | 8/1/2020 | 0% | \$5.065 | 3 | \$15,194 | \$942 | \$220 | \$16,136 | \$942 | \$220 | \$1,162 | \$723 | \$3,616 | \$0 | \$160 | \$20,132 | \$0 |
| 6.00 | 6 3rd Grade - ELARSS | 8/8/2014 | 100% | \$6.037 | 8 | \$49,627 | \$0 | \$0 | \$49,627 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$98 | \$50,615 | \$0 |
| 7.00 | 7 3rd Grade - Math/Science | 10/8/2015 | 0% | \$5.168 | 3 | \$15,965 | \$965 | \$220 | \$17,150 | \$965 | \$220 | \$1,176 | \$436 | \$2,176 | \$0 | \$138 | \$24,507 | \$0 |
| 8.00 | 8 4th & 5th Grade - Math/Science | 8/2/2018 | 0% | \$5.175 | 3 | \$15,926 | \$963 | \$225 | \$17,114 | \$963 | \$225 | \$1,176 | \$436 | \$2,176 | \$0 | \$138 | \$24,507 | \$0 |
| 9.00 | 9 Kindergarten | 8/1/2019 | 0% | \$5.468 | 3 | \$16,405 | \$1,017 | \$238 | \$17,660 | \$1,017 | \$238 | \$1,255 | \$883 | \$4,165 | \$0 | \$172 | \$21,997 | \$0 |
| 11.00 | 11 Vacant - FILL if we offer January ESK | | 0% | \$0 | 6 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1.00 | 10 2nd Grade - ELARSS | 8/1/2019 | 75% | \$5.162 | 3 | \$15,486 | \$960 | \$225 | \$16,671 | \$960 | \$225 | \$1,176 | \$436 | \$2,176 | \$0 | \$138 | \$24,507 | \$0 |
| 1.00 | 10 2nd Grade - ELARSS | | | \$5.162 | 11 | \$56,783 | \$5,521 | \$823 | \$62,807 | \$5,521 | \$823 | \$4,344 | \$4,229 | \$17,033 | \$996 | \$18,632 | \$18,632 | \$0 |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Sick Days | Total Comp | FICA 0.022 | Medi 0.0145 | Total Taxes | 4.00% No Cal Medical Premium Annual Cost | 4% Match | Pub Sch/403b W/C 0.0105 | Higher Ed W/C 0.0088 | Total Costs | |
|--|--------|----------|-----------------|-----------------------------|--------------------|-------------------|--------------------|----------------------------|--------------------|--------------------|-----------------|-----------------|------------------|--|-----------------|-------------------------|----------------------|--------------------|--|
| 11 4th & 5th Grade - ELA/SS | 1.00 | | 8/1/2014 | 100% | \$5,785 | 3 | \$17,365 | \$0 | \$0 | \$17,365 | \$1,076 | \$252 | \$1,328 | \$465 | \$694 | \$182 | \$21,835 | | |
| 1100 | | | | | \$5,785 | 8 | \$46,280 | \$2,869 | \$0 | \$49,149 | \$2,869 | \$571 | \$3,440 | \$1,851 | \$486 | \$55,471 | \$55,471 | | |
| 12 K-5 Teacher | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$0 | \$15,717 | \$918 | \$215 | \$1,132 | \$700 | \$2,100 | \$155 | \$18,187 | | |
| 1100 | | | | | \$4,933 | 11 | \$39,464 | \$2,447 | \$0 | \$41,911 | \$2,447 | \$572 | \$3,019 | \$1,728 | \$5,096 | \$0 | \$47,072 | | |
| 13 1st Grade | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$0 | \$15,717 | \$918 | \$215 | \$1,132 | \$700 | \$2,100 | \$155 | \$18,187 | | |
| 1100 | | | | | \$4,933 | 8 | \$39,464 | \$2,447 | \$0 | \$41,911 | \$2,447 | \$572 | \$3,019 | \$1,728 | \$5,096 | \$0 | \$47,072 | | |
| 14 PE Teacher | 1.00 | | 8/19/2015 | 0% | \$5,065 | 3 | \$15,194 | \$942 | \$0 | \$16,136 | \$942 | \$220 | \$1,162 | \$413 | \$3,030 | \$160 | \$18,597 | | |
| 1100 | | | | | \$5,065 | 11 | \$55,711 | \$3,454 | \$0 | \$59,165 | \$3,454 | \$808 | \$4,262 | \$5,112 | \$0 | \$65,669 | | | |
| Education Specialist | 1.00 | | 12/11/2019 | 0% | \$5,785 | 3 | \$17,365 | \$0 | \$0 | \$17,365 | \$1,076 | \$252 | \$1,328 | \$465 | \$694 | \$182 | \$22,785 | | |
| 1100/6500 | | | | | \$5,785 | 8 | \$46,280 | \$2,869 | \$0 | \$49,149 | \$2,869 | \$571 | \$3,440 | \$1,851 | \$486 | \$55,471 | \$55,471 | | |
| Performing Arts | 0.50 | | 8/1/2020 | 0% | \$6,599 | 3 | \$9,898 | \$614 | \$0 | \$10,512 | \$614 | \$144 | \$757 | \$723 | \$1,808 | \$104 | \$12,667 | | |
| 1100/3010 | | | | | \$6,599 | 8 | \$26,396 | \$1,637 | \$0 | \$28,033 | \$1,637 | \$393 | \$2,019 | \$752 | \$2,632 | \$0 | \$31,324 | | |
| Parent Academy Presenters | 3.00 | | Per Sat | | \$75.00 | 1 | \$0 | \$0 | \$0 | \$75.00 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$75.00 | | |
| 1900 | | | | | \$75.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$119 | | |
| 2900 | | | | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| Saturday Instructors | 14.00 | | Dailyrate | | \$200 | 15 | \$42,000 | \$0 | \$0 | \$42,000 | \$2,604 | \$609 | \$3,213 | \$0 | \$0 | \$0 | \$45,624 | | |
| 1100/3010 | | | | | \$200 | 15 | \$42,000 | \$0 | \$0 | \$42,000 | \$2,604 | \$609 | \$3,213 | \$0 | \$0 | \$0 | \$45,624 | | |
| Substitute Teachers (12 sick/2 teacher/1 misc) (no subs for Principals/IE Specialists) | 14.00 | | Per Sat | | \$165.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| 1130 | | | | | \$165.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| Subtotal Site Salaries for FS | | | | | | | \$1,512,128 | \$4,794 | \$13,241 | \$1,530,163 | \$94,870 | \$22,187 | \$117,058 | \$237,507 | \$16,270 | \$16,067 | \$0 | \$1,917,065 | |
| William Lee College Prep | | | | | | | | | | | | | | | | | | | |
| Principal - Elem | 1.00 | | 6/22/2008 | 100% | \$8,613 | 4 | \$34,450 | \$2,136 | \$0 | \$36,586 | \$2,136 | \$500 | \$2,636 | \$967 | \$4,333 | \$1,378 | \$62 | \$43,159 | |
| 1300 | | | | | \$8,613 | 8 | \$68,901 | \$4,272 | \$0 | \$73,173 | \$4,272 | \$999 | \$5,271 | \$991 | \$6,309 | \$2,756 | \$723 | \$83,860 | |
| Assistant Principal - Elem | 0.00 | | | 0% | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1300 | | | | | \$0 | 12 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Lead Teacher - Elementary | 2.00 | | | 100% | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1300 | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Lead Science Teacher Stipend | 1.00 | | | 0% | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1300 | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Office Manager (split funded) | 8.00 | | 9/8/2015 | 100% | \$27.87 | 89 | \$13,215 | \$819 | \$192 | \$13,215 | \$819 | \$192 | \$1,011 | \$1,077 | \$5,586 | \$529 | \$139 | \$18,479 | |
| 2400 | | | | | \$27.87 | 173 | \$25,687 | \$1,593 | \$372 | \$27,652 | \$1,593 | \$372 | \$1,965 | \$1,120 | \$1,027 | \$270 | \$34,170 | | |
| School Secretary - WLCP | 8.00 | | 7/16/2013 | 100% | \$19.91 | 89 | \$14,176 | \$879 | \$206 | \$14,176 | \$879 | \$206 | \$1,094 | \$1,890 | \$945 | \$149 | \$25,428 | | |
| 2400 | | | | | \$19.91 | 173 | \$27,568 | \$1,708 | \$400 | \$28,676 | \$1,708 | \$400 | \$1,966 | \$3,781 | \$1,102 | \$289 | \$40,816 | | |
| Parent Liaison (split funded) | 66.60% | | | 0% | \$0.00 | 89 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 2900/0000 | | | | | \$0.00 | 173 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Food Services Coordinator (split funded) | 6.00 | | 8/16/2012 | 100% | \$17.91 | 60 | \$4,293 | \$286 | \$360 | \$4,939 | \$286 | \$66 | \$350 | \$989 | \$1,646 | \$183 | \$48 | \$6,808 | |
| 2200/5310 | | | | | \$17.91 | 143 | \$10,232 | \$657 | \$912 | \$11,401 | \$657 | \$154 | \$810 | \$1,028 | \$2,397 | \$424 | \$111 | \$14,334 | |
| Supper Coordinator (split funded) | 2.00 | | 1/17/2014 | 100% | \$17.91 | 47 | \$1,121 | \$70 | \$16 | \$1,207 | \$70 | \$16 | \$86 | \$0 | \$0 | \$45 | \$12 | \$1,263 | |
| 2200/5320 | | | | | \$17.91 | 102 | \$3,533 | \$158 | \$120 | \$3,821 | \$158 | \$35 | \$185 | \$0 | \$0 | \$102 | \$27 | \$4,027 | |
| Food Service Coordinator Aide (split funded) | 4.00 | | 8/1/2021 | 0% | \$15.45 | 54 | \$2,223 | \$247 | \$240 | \$2,710 | \$247 | \$53 | \$189 | \$0 | \$0 | \$26 | \$26 | \$2,864 | |
| 2200/5310 | | | | | \$15.45 | 127 | \$5,427 | \$339 | \$79 | \$6,245 | \$339 | \$79 | \$418 | \$0 | \$0 | \$57 | \$57 | \$6,943 | |
| Custodian-Night (WLCP) | 8.00 | | 1/19/2021 | 0% | \$15.45 | 89 | \$11,000 | \$882 | \$160 | \$12,942 | \$882 | \$160 | \$842 | \$386 | \$1,828 | \$0 | \$116 | \$13,765 | |
| 1100 | | | | | \$15.45 | 173 | \$21,383 | \$1,519 | \$355 | \$23,257 | \$1,519 | \$355 | \$1,874 | \$380 | \$2,662 | \$0 | \$257 | \$29,296 | |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Sick Pay | Total Comp. | FICA 0.062 | Medicl 0.0145 | Total Trans. Mo. Premium Annual | 4.00% No Cal Medical 4.00% No Cal Annual | 4% Match | Pub Sch/ 403b 0.0106 | Higher Ed WIC 0.0088 | Total 0.0288 |
|---|--------|----------|-----------------|-----------------------------|--------------------|-------------------|----------|----------------------------|-------------------|-------------|------------|---------------|---------------------------------|--|----------|----------------------|----------------------|--------------|
| 22000000 Custodian-Day (WLCP) | 8.00 | | 8/14/2017 | 0% | \$16.88 | 262 | \$12,020 | \$2,383 | \$3,120 | \$36,503 | \$2,201 | \$515 | \$2,716 | \$4,490 | \$0 | \$373 | \$0 | \$43,082 |
| 22000000 Post# 137 | 1.00 | | | | \$16.88 | 173 | \$12,020 | | \$3,120 | \$26,486 | \$1,642 | \$174 | \$2,026 | \$453 | \$0 | \$126 | \$0 | \$15,244 |
| 21006500 Instructional Aide - SPED (WLCP) | 8.00 | | 8/1/2020 | 0% | \$15.45 | 59 | \$7,184 | \$371 | \$720 | \$7,555 | \$468 | \$110 | \$778 | \$1,808 | \$0 | \$79 | \$0 | \$10,200 |
| 21006500 Post# 84 | (3.50) | | | | \$15.45 | 142 | \$7,184 | | \$720 | \$17,622 | \$1,093 | \$256 | \$1,348 | \$752 | \$0 | \$185 | \$0 | \$21,788 |
| 21006500 Post# 86 | 0.50 | | | | \$15.45 | 201 | \$7,184 | | \$720 | \$25,177 | \$1,561 | \$385 | \$1,926 | \$440 | \$0 | \$264 | \$0 | \$31,806 |
| 21003010 Instructional Aide - RTI (WLCP>Title I) | 3.00 | | 1/11/2021 | 0% | \$15.45 | 56 | \$2,966 | \$184 | \$360 | \$2,966 | \$184 | \$43 | \$227 | \$0 | \$0 | \$31 | \$0 | \$3,224 |
| 21003010 Post# 139 | 0.00 | | | | \$15.45 | 139 | \$2,966 | | \$360 | \$6,803 | \$422 | \$99 | \$520 | \$0 | \$0 | \$71 | \$0 | \$7,394 |
| 21006512 Instructional Aide - Mental Health (1 FTE) (supports JT @ WLCP) | 8.00 | | 10/26/2020 | 0% | \$15.45 | 59 | \$7,184 | \$371 | \$720 | \$7,555 | \$468 | \$110 | \$778 | \$1,808 | \$0 | \$79 | \$0 | \$8,912 |
| 21006512 Post# 272 | (3.50) | | | | \$15.45 | 142 | \$7,184 | | \$720 | \$17,622 | \$1,093 | \$256 | \$1,348 | \$752 | \$0 | \$185 | \$0 | \$21,788 |
| 21003310 Instructional Aide - SPED (IDEA) (supports GW-2nd grade) | 8.00 | | 1/26/2018 | 0% | \$18.27 | 59 | \$8,966 | \$438 | \$720 | \$9,934 | \$554 | \$130 | \$683 | \$0 | \$0 | \$94 | \$0 | \$9,711 |
| 21003310 Post# 294 | (3.50) | | | | \$18.27 | 142 | \$8,966 | | \$720 | \$20,708 | \$1,284 | \$300 | \$1,584 | \$0 | \$0 | \$217 | \$0 | \$22,509 |
| 21003310 Post# 294 | 0.50 | | | | \$18.27 | 201 | \$8,966 | | \$720 | \$29,642 | \$1,838 | \$430 | \$2,268 | \$0 | \$0 | \$311 | \$0 | \$32,220 |
| 21006500 Instructional Aide - SpecialEd (WLCP) (supports K-5 SPED scholars) | 5.50 | | 9/14/2015 | 0% | \$18.27 | 56 | \$5,091 | \$439 | \$360 | \$6,000 | \$374 | \$87 | \$461 | \$0 | \$0 | \$63 | \$0 | \$6,554 |
| 21006500 Post# 138 | (1.00) | | | | \$18.27 | 139 | \$5,091 | | \$360 | \$14,110 | \$975 | \$205 | \$1,079 | \$0 | \$0 | \$148 | \$0 | \$15,337 |
| 21000000 Yoga Instructor | 4.20 | | 8/28/2019 | 0% | \$33.85 | 57 | \$8,127 | \$504 | \$0 | \$8,127 | \$504 | \$118 | \$622 | \$0 | \$0 | \$85 | \$0 | \$8,834 |
| 21000000 Post# 249 | 0.00 | | | | \$33.85 | 130 | \$16,536 | | \$0 | \$16,536 | \$1,149 | \$269 | \$1,418 | \$0 | \$0 | \$195 | \$0 | \$18,149 |
| 21000000 Post# 247 | 0.20 | | 8/2/2019 | 0% | \$42.44 | 11 | \$693 | \$204 | \$212 | \$927 | \$16 | \$4 | \$23 | \$0 | \$0 | \$3 | \$0 | \$973 |
| 21000000 Post# 247 | 0.00 | | | | \$42.44 | 26 | \$670 | \$265 | \$212 | \$976 | \$42 | \$10 | \$52 | \$0 | \$0 | \$7 | \$0 | \$1,081 |
| 21000000 Post# 247 | 0.50 | | | | \$42.44 | 38 | \$636 | \$458 | \$212 | \$976 | \$61 | \$14 | \$75 | \$0 | \$0 | \$10 | \$0 | \$1,081 |
| 21000000 END POSITION | 0.00 | | | | \$15.00 | 50 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000000 Behavior Technician (WLCP) | 8.00 | | 1/6/2020 | 0% | \$15.91 | 57 | \$7,257 | \$382 | \$360 | \$7,638 | \$474 | \$111 | \$594 | \$231 | \$0 | \$80 | \$0 | \$10,111 |
| 2900 Post# 147 | 0.50 | | | | \$15.91 | 130 | \$16,550 | | \$360 | \$16,910 | \$1,048 | \$245 | \$1,294 | \$752 | \$0 | \$178 | \$0 | \$21,074 |
| 21000000 Behavior Technician (WLCP) | 7.50 | | 10/17/2016 | 0% | \$17.39 | 57 | \$7,434 | \$417 | \$675 | \$8,526 | \$522 | \$124 | \$646 | \$440 | \$0 | \$82 | \$0 | \$10,200 |
| 2900 Post# 72 | 0.50 | | | | \$17.39 | 130 | \$16,864 | | \$675 | \$17,629 | \$1,093 | \$256 | \$1,348 | \$0 | \$0 | \$185 | \$0 | \$21,788 |
| 21000000 Post# 72 | 0.50 | | | | \$17.39 | 187 | \$24,388 | \$417 | \$675 | \$25,461 | \$1,590 | \$369 | \$1,949 | \$0 | \$0 | \$264 | \$0 | \$31,806 |
| 21000000 1 4th & 5th Grade - ELA/SS | 1.00 | | 7/20/2015 | 0% | \$5.272 | 3 | \$15,815 | \$81 | \$0 | \$15,815 | \$81 | \$229 | \$1,210 | \$460 | \$0 | \$166 | \$0 | \$19,492 |
| 11001400 Post# 74 | 0.00 | | | | \$5.272 | 8 | \$42,175 | | \$0 | \$42,175 | \$2,615 | \$612 | \$3,226 | \$479 | \$0 | \$443 | \$0 | \$49,194 |
| 11001400 Post# 127 | 1.00 | | | | \$5.272 | 11 | \$7,990 | \$3,595 | \$0 | \$7,990 | \$3,595 | \$841 | \$4,436 | \$5,651 | \$0 | \$609 | \$0 | \$68,886 |
| 11001400 Post# 127 | 1.00 | | | | \$5.272 | 3 | \$15,236 | \$853 | \$0 | \$15,236 | \$853 | \$235 | \$1,088 | \$380 | \$0 | \$163 | \$0 | \$18,524 |
| 11001400 Post# 127 | 1.00 | | | | \$5.272 | 3 | \$15,236 | \$853 | \$0 | \$15,236 | \$853 | \$235 | \$1,088 | \$380 | \$0 | \$163 | \$0 | \$18,524 |
| 11001400 Post# 127 | 1.00 | | | | \$5.272 | 11 | \$6,927 | \$3,529 | \$0 | \$6,927 | \$3,529 | \$825 | \$4,355 | \$4,784 | \$0 | \$598 | \$0 | \$66,663 |
| 11001400 3 2nd Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5.051 | 3 | \$15,154 | \$940 | \$0 | \$15,154 | \$940 | \$220 | \$1,159 | \$723 | \$0 | \$159 | \$0 | \$20,088 |
| 11001400 Post# 128 | 1.00 | | | | \$5.051 | 8 | \$40,411 | \$2,505 | \$0 | \$40,411 | \$2,505 | \$586 | \$3,091 | \$5,265 | \$0 | \$424 | \$0 | \$49,192 |
| 11001400 Post# 128 | 1.00 | | | | \$5.051 | 11 | \$55,855 | \$3,445 | \$0 | \$55,855 | \$3,445 | \$806 | \$4,251 | \$8,881 | \$0 | \$583 | \$0 | \$69,280 |
| 11001400 4 3rd Grade - Math/Science | 1.00 | | 7/29/2015 | 0% | \$5.272 | 3 | \$15,815 | \$81 | \$0 | \$15,815 | \$81 | \$229 | \$1,210 | \$476 | \$0 | \$166 | \$0 | \$19,492 |
| 11001400 Post# 129 | 1.00 | | | | \$5.272 | 8 | \$42,175 | \$2,615 | \$0 | \$42,175 | \$2,615 | \$612 | \$3,226 | \$479 | \$0 | \$443 | \$0 | \$49,194 |
| 11001400 Post# 129 | 1.00 | | | | \$5.272 | 11 | \$7,990 | \$3,595 | \$0 | \$7,990 | \$3,595 | \$841 | \$4,436 | \$5,651 | \$0 | \$609 | \$0 | \$81,164 |
| 11001400 5 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5.149 | 3 | \$15,447 | \$958 | \$0 | \$15,447 | \$958 | \$224 | \$1,182 | \$382 | \$0 | \$162 | \$0 | \$18,702 |
| 11001400 Post# 75 | 1.00 | | | | \$5.149 | 8 | \$41,192 | \$2,554 | \$0 | \$41,192 | \$2,554 | \$597 | \$2,782 | \$0 | \$433 | \$0 | \$47,558 | |
| 11001400 Post# 75 | 1.00 | | | | \$5.149 | 11 | \$56,639 | \$3,512 | \$0 | \$56,639 | \$3,512 | \$821 | \$4,333 | \$4,693 | \$0 | \$595 | \$0 | \$66,259 |
| 11001400 6 4th & 5th Grade - Math/Science | 1.00 | | 7/30/2015 | 0% | \$6.023 | 3 | \$18,070 | \$1,120 | \$0 | \$18,070 | \$1,120 | \$262 | \$1,382 | \$436 | \$0 | \$190 | \$0 | \$21,820 |
| 11001400 Post# 130 | 1.00 | | | | \$6.023 | 8 | \$48,186 | \$2,988 | \$0 | \$48,186 | \$2,988 | \$699 | \$3,686 | \$453 | \$0 | \$506 | \$0 | \$55,549 |
| 11001400 Post# 130 | 1.00 | | | | \$6.023 | 11 | \$66,256 | \$4,108 | \$0 | \$66,256 | \$4,108 | \$981 | \$5,069 | \$5,349 | \$0 | \$686 | \$0 | \$77,369 |
| 11001400 7 1st Grade | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,789 | \$910 | \$0 | \$14,789 | \$910 | \$215 | \$1,122 | \$700 | \$0 | \$145 | \$0 | \$19,627 |
| 11001400 Post# 401 | 1.00 | | | | \$4,933 | 8 | \$39,448 | \$2,444 | \$0 | \$39,448 | \$2,444 | \$572 | \$3,016 | \$728 | \$0 | \$141 | \$0 | \$44,980 |
| 11001400 Post# 401 | 1.00 | | | | \$4,933 | 11 | \$54,263 | \$3,364 | \$0 | \$54,263 | \$3,364 | \$767 | \$4,151 | \$5,596 | \$0 | \$150 | \$0 | \$67,260 |
| 11001400 8 Kindergarten | 1.00 | | 8/8/2019 | 75% | \$5,051 | 3 | \$15,154 | \$940 | \$0 | \$15,154 | \$940 | \$220 | \$1,159 | \$853 | \$4,163 | \$455 | \$159 | \$21,090 |
| 11001400 Post# 132 | 1.00 | | | | \$5,051 | 8 | \$40,411 | \$2,505 | \$0 | \$40,411 | \$2,505 | \$586 | \$3,091 | \$866 | \$6,061 | \$424 | \$0 | \$51,201 |
| 11001400 Post# 132 | 1.00 | | | | \$5,051 | 11 | \$55,855 | \$3,445 | \$0 | \$55,855 | \$3,445 | \$806 | \$4,251 | \$10,224 | \$1,667 | \$583 | \$0 | \$72,291 |
| 11001400 9 Kindergarten | 1.00 | | 8/1/2020 | 0% | \$5,051 | 3 | \$15,154 | \$940 | \$0 | \$15,154 | \$940 | \$220 | \$1,159 | \$723 | \$3,616 | \$0 | \$159 | \$20,088 |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Sick Days | Total Comp. | FICA 0.02 | Medi 0.0145 | Total Trans. | Medical Mo. Premium | 4.00% No Cal | 4.00% So Cal | 403b Match | Pub Sch/ WIC 0.0106 | Higher Ed WIC 0.0088 | Total |
|---|-------|----------|-----------------|-----------------------------|---------------|-------------------|----------|----------------------------|--------------------|-------------|-----------|-------------|--------------|---------------------|--------------|--------------|------------|---------------------|----------------------|----------|
| 1100 | | | | | \$5,051 | 11 | \$40,411 | \$0 | \$0 | \$40,411 | \$2,505 | \$586 | \$3,091 | \$4,251 | \$752 | \$5,265 | \$0 | \$424 | \$0 | \$69,280 |
| 10 Kindergarten | 1.00 | | 8/16/2012 | 100% | \$5,175 | 3 | \$15,526 | \$0 | \$0 | \$15,526 | \$963 | \$225 | \$1,188 | \$1,371 | \$6,855 | \$621 | \$163 | \$0 | \$24,352 | |
| 1100/400 | | | | | \$5,175 | 8 | \$41,402 | \$0 | \$0 | \$41,402 | \$2,957 | \$600 | \$3,167 | \$4,426 | \$1,656 | \$9,981 | \$0 | \$435 | \$0 | \$56,640 |
| 11 3rd Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,580 | 3 | \$16,740 | \$0 | \$0 | \$16,740 | \$1,088 | \$243 | \$1,281 | \$723 | \$3,616 | \$0 | \$176 | \$0 | \$21,812 | |
| 1100 | | | | | \$5,580 | 8 | \$44,941 | \$0 | \$0 | \$44,941 | \$2,708 | \$617 | \$3,415 | \$1,752 | \$2,685 | \$0 | \$499 | \$0 | \$53,729 | |
| 12 2nd Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$4,999 | 3 | \$14,997 | \$0 | \$0 | \$14,997 | \$900 | \$217 | \$1,147 | \$871 | \$4,353 | \$0 | \$157 | \$0 | \$20,655 | |
| 1100 | | | | | \$4,999 | 8 | \$39,992 | \$0 | \$0 | \$39,992 | \$2,479 | \$580 | \$3,059 | \$906 | \$6,339 | \$0 | \$420 | \$0 | \$49,810 | |
| 13 PE Teacher (WLCF) | 1.00 | | 8/1/2019 | 0% | \$5,162 | 3 | \$15,486 | \$0 | \$0 | \$15,486 | \$960 | \$225 | \$1,185 | \$877 | \$4,383 | \$0 | \$163 | \$0 | \$21,216 | |
| 1100 | | | | | \$5,162 | 8 | \$41,297 | \$0 | \$0 | \$41,297 | \$2,560 | \$599 | \$3,159 | \$912 | \$6,381 | \$0 | \$434 | \$0 | \$51,270 | |
| Education Specialist (WLCF) | 1.00 | | 8/1/2019 | 0% | \$5,091 | 3 | \$15,272 | \$0 | \$0 | \$15,272 | \$947 | \$231 | \$1,168 | \$443 | \$2,215 | \$0 | \$160 | \$0 | \$18,916 | |
| 1100/650 | | | | | \$5,091 | 8 | \$40,727 | \$0 | \$0 | \$40,727 | \$2,525 | \$591 | \$3,116 | \$461 | \$3,225 | \$0 | \$428 | \$0 | \$47,495 | |
| Performing Arts Teacher (split funded) | 6.00 | | 9/30/2019 | 0% | \$43.26 | 66 | \$11,409 | \$0 | \$0 | \$11,409 | \$707 | \$812 | \$4,284 | \$0 | \$5,440 | \$0 | \$588 | \$0 | \$66,311 | |
| 1100/3010 | | | | | \$43.26 | 147 | \$25,411 | \$0 | \$0 | \$25,411 | \$1,576 | \$368 | \$1,944 | \$0 | \$0 | \$0 | \$120 | \$0 | \$27,622 | |
| Parent Academy Presenters | 1.00 | | | | \$36.821 | 213 | \$36,821 | \$0 | \$0 | \$36,821 | \$2,283 | \$534 | \$2,817 | \$0 | \$0 | \$0 | \$387 | \$0 | \$40,024 | |
| 1900 | | | | | \$75.00 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 | |
| 2900 | | | | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1100/3010 | | | | | \$100.00 | 8 | \$3,200 | \$0 | \$0 | \$3,200 | \$198 | \$46 | \$245 | \$0 | \$0 | \$0 | \$34 | \$0 | \$3,478 | |
| Substitutes Teachers (12 sick/2 flex/1 misc) (no subs for Principal/Ed Specialist/Intervention) | 13.00 | | | | \$200 | 15 | \$39,000 | \$0 | \$0 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,393 | |
| 1130 | | | | | \$200 | 15 | \$39,000 | \$0 | \$0 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,393 | |
| Subtotal Site Salaries for WLCF \$1,396,417 \$4,381 \$12,626 \$1,415,524 \$87,638 \$20,496 \$108,135 \$202,103 \$12,057 \$14,842 \$0 \$1,750,861 | | | | | | | | | | | | | | | | | | | | |
| Ephraim Williams College Prep | | | | | | | | | | | | | | | | | | | | |
| Principal - Middle School | 1.00 | | | | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$0 | 12 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Assistant Principal - Middle School | 1.00 | | 7/1/2020 | 100% | \$6,180 | 4 | \$24,720 | \$0 | \$0 | \$24,720 | \$1,533 | \$368 | \$1,891 | \$1,423 | \$7,113 | \$989 | \$260 | \$0 | \$34,972 | |
| 1300 | | | | | \$6,180 | 8 | \$49,440 | \$0 | \$0 | \$49,440 | \$3,065 | \$717 | \$3,782 | \$1,479 | \$10,356 | \$1,978 | \$519 | \$0 | \$66,075 | |
| Lead Science Teacher Stipend | 1.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| PE Department Chair | 1.00 | | | | \$5,000 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$5,000 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Office Manager (split funded) | 8.00 | | 9/8/2015 | 100% | \$27.87 | 89 | \$6,627 | \$0 | \$0 | \$6,627 | \$411 | \$96 | \$507 | \$1,077 | \$1,798 | \$265 | \$70 | \$9,267 | | |
| 2400 | | | | | \$27.87 | 173 | \$12,882 | \$0 | \$0 | \$12,882 | \$799 | \$187 | \$985 | \$1,120 | \$2,618 | \$515 | \$135 | \$0 | \$17,136 | |
| 2400 | | | | | \$18.22 | 89 | \$12,970 | \$0 | \$0 | \$12,970 | \$804 | \$188 | \$992 | \$4,134 | \$0 | \$136 | \$0 | \$18,222 | | |
| School Secretary - EWCP | 1.00 | | 7/1/2018 | 0% | \$18.22 | 173 | \$25,211 | \$0 | \$0 | \$25,211 | \$1,563 | \$354 | \$1,929 | \$960 | \$0 | \$265 | \$0 | \$33,423 | | |
| 2400 | | | | | \$18.22 | 262 | \$36,160 | \$0 | \$0 | \$36,160 | \$2,367 | \$521 | \$2,888 | \$1,013 | \$0 | \$401 | \$0 | \$51,655 | | |
| Parent Liaison (split funded) | 0.00 | | | | \$0.00 | 89 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2900/0000 | | | | | \$0.00 | 262 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Food Services Coordinator (split funded) | 6.00 | | 8/16/2012 | 100% | \$17.91 | 60 | \$2,297 | \$144 | \$180 | \$2,297 | \$142 | \$33 | \$176 | \$989 | \$826 | \$24 | \$3,414 | | | |
| 2200/5310 | | | | | \$17.91 | 143 | \$5,332 | \$329 | \$77 | \$5,332 | \$329 | \$77 | \$406 | \$1,028 | \$1,202 | \$56 | \$7,180 | | | |
| 2200/5320 | | | | | \$17.91 | 203 | \$7,609 | \$472 | \$110 | \$7,609 | \$472 | \$110 | \$552 | \$2,028 | \$304 | \$80 | \$10,903 | | | |
| Supper Coordinator (split funded) | 2.00 | | 11/17/2014 | 100% | \$17.91 | 47 | \$562 | \$0 | \$0 | \$562 | \$35 | \$8 | \$43 | \$0 | \$22 | \$6 | \$634 | | | |
| 2200/5320 | | | | | \$17.91 | 102 | \$1,200 | \$0 | \$0 | \$1,200 | \$79 | \$19 | \$98 | \$0 | \$51 | \$13 | \$1,443 | | | |
| Food Service Coordinator Aide (split funded) | 4.00 | | 8/1/2021 | 0% | \$15.45 | 54 | \$11,115 | \$124 | \$120 | \$11,115 | \$174 | \$27 | \$141 | \$0 | \$74 | \$18 | \$0 | \$2,078 | | |
| 2200/5310 | | | | | \$15.45 | 127 | \$2,742 | \$120 | \$120 | \$2,742 | \$170 | \$40 | \$210 | \$0 | \$0 | \$13 | \$0 | \$1,346 | | |
| | | | | | \$15.45 | 181 | \$3,736 | \$124 | \$120 | \$3,980 | \$247 | \$58 | \$304 | \$0 | \$0 | \$29 | \$0 | \$2,980 | | |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Hire | % of Year Eligible for | Gross Monthly | Months/Hours Paid | Salary | Symposium Other Adjustm | Subs for Six Days | Total Comp | FICA 0.0165 | Medi 0.0145 | Total Tra | Medical Mo. \$42 | 4.00% No Cal \$1,038 AnnualCost | 4% 403b Match \$5,100 | Pub Sch/ W/C 0.0105 | Higher Ed W/C 0.0088 | Total 0.0088 | |
|-----------|------------------------|----------|---|------------------------|---------------|-------------------|----------|-------------------------|-------------------|------------|-------------|-------------|-----------|------------------|---------------------------------|-----------------------|---------------------|----------------------|--------------|---------|
| 8/24/2020 | 0% | \$15.45 | 89 | \$11,000 | \$82 | \$1,600 | \$342 | \$1,038 | \$5,100 | \$1,600 | \$342 | \$1,038 | \$5,100 | \$1,600 | \$342 | \$1,038 | \$5,100 | \$1,600 | \$342 | \$1,038 |
| 220000000 | 1.00 | | Haves, Everett Pos# 79 | | \$15.45 | 89 | \$11,000 | \$0 | \$3,120 | \$35,503 | \$2,201 | \$515 | \$2,716 | \$0 | \$12,747 | \$0 | \$373 | \$0 | \$51,339 | |
| 220000000 | 4.00 | | Luke, Scotty Pos# 148 | 0% | \$15.45 | 89 | \$5,600 | \$185 | \$480 | \$5,686 | \$353 | \$82 | \$435 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,180 | |
| 220000000 | 0.00 | | Possible new position | 0% | \$15.00 | 89 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21006500 | 8.00 (3.50) 0.50 | | Candace Collins Pos# 328 | 0% | \$16.39 | 59 | \$7,622 | \$393 | \$720 | \$8,015 | \$497 | \$116 | \$613 | \$445 | \$1,114 | \$0 | \$84 | \$9,826 | | |
| 2900 | 8.00 0.50 | | Ajevi, Malcolm Pos# 70 | 0% | \$17.39 | 130 | \$18,804 | \$1,166 | \$273 | \$19,984 | \$1,166 | \$273 | \$1,438 | \$0 | \$0 | \$0 | \$0 | \$1,917 | \$20,440 | |
| 2900 | 0.00 0.50 | | Vacant - DO NOT FILL | 0% | \$15.45 | 187 | \$26,013 | \$417 | \$720 | \$27,150 | \$1,683 | \$394 | \$2,077 | \$0 | \$0 | \$0 | \$0 | \$0 | \$28,512 | |
| 2900 | 8.00 0.50 | | Stephens II, Derrick Pos# 126 | 0% | \$15.91 | 57 | \$7,257 | \$382 | \$360 | \$7,638 | \$474 | \$111 | \$584 | \$0 | \$0 | \$0 | \$0 | \$80 | \$8,303 | |
| 110001400 | 1.00 | | Regacho, Joseph Pos# 47 | 0% | \$5,162 | 3 | \$15,805 | \$0 | \$0 | \$15,805 | \$80 | \$295 | \$1,185 | \$811 | \$4,055 | \$0 | \$163 | \$20,889 | | |
| 110001400 | 1.00 | | Delloff, Alyssa Pos# 48 | 0% | \$5,149 | 3 | \$15,447 | \$958 | \$224 | \$17,629 | \$265 | \$60 | \$1,754 | \$644 | \$4,095 | \$0 | \$43 | \$22,929 | | |
| 110001400 | 1.00 | | Muniz, Jacqueline Pos# 143 | 0% | \$4,999 | 3 | \$14,997 | \$930 | \$0 | \$14,997 | \$930 | \$217 | \$1,147 | \$723 | \$3,616 | \$0 | \$157 | \$19,917 | | |
| 110001400 | 1.00 | | Agan, Jason Pos# 144 | 0 | \$5,599 | 8 | \$19,797 | \$1,227 | \$287 | \$19,707 | \$1,227 | \$287 | \$1,514 | \$723 | \$3,616 | \$0 | \$208 | \$25,135 | | |
| 110001400 | 1.00 | | Wu, Yu Huan Pos# 145 | 0% | \$6,389 | 3 | \$19,167 | \$1,188 | \$278 | \$14,866 | \$723 | \$1,486 | \$3,616 | \$0 | \$0 | \$0 | \$201 | \$24,450 | | |
| 110001400 | 1.00 | | Justine Kirksey Pos# 141 | 100% | \$5,091 | 8 | \$15,272 | \$947 | \$221 | \$14,272 | \$2,525 | \$591 | \$3,116 | \$2,207 | \$15,449 | \$1,629 | \$228 | \$31,248 | | |
| 110001400 | 0.25 | | Vacant Pos# 339 | 0% | \$0 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| 110001400 | 1.00 | | Reber, Justin Pos# 61 | 100% | \$5,162 | 3 | \$15,466 | \$960 | \$225 | \$15,466 | \$960 | \$225 | \$1,185 | \$723 | \$3,616 | \$619 | \$163 | \$21,069 | | |
| 110006500 | 0.50 | | Bingham, Sharon Pos# 65 | 0% | \$5,379 | 3 | \$8,068 | \$500 | \$117 | \$8,068 | \$500 | \$117 | \$1,351 | \$3,378 | \$0 | \$85 | \$12,148 | | | |
| 110003010 | 6.00 0.50 33.40% | | Morehouse, Paul Pos# 68 | 0% | \$43 | 147 | \$5,722 | \$355 | \$83 | \$5,722 | \$355 | \$83 | \$438 | \$0 | \$0 | \$0 | \$60 | \$6,220 | | |
| 1900 | 1.00 | | Parent Academy Presenters | 1.0 | \$75.00 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| 2900 | 1.00 | | Child Care for Parent Academies Child Care for Parent Workshops | 1 | \$15.90 | 7.5 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1 | \$130 | | |
| 110003010 | 6.00 | | Saturday Instructors | 6.00 | \$100.00 | 12 | \$7,200 | \$446 | \$104 | \$551 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$76 | | |
| 2900 | 7.25 | | Substitute Teachers (12 sick/2 feater/1 misc) (no subs for Principal/Ed Spec/intervention) | 7.25 | \$200 | 15 | \$21,750 | \$1,349 | \$315 | \$1,664 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$228 | | |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Fire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustments | Subst for Sick Days | Total Comp | FICA 0.022 | Medi 0.0145 | Total Frae | Mo. Premium Annual Cost | 4.00% No Cal | 4% 403b Merit | Pub Schl W/C 0.0105 | Higher Ed W/C 0.0088 | Total | |
|---|--------|----------|-----------------|-----------------------------|--------------------|-------------------|------------------|-----------------------------|---------------------|------------------|-----------------|-----------------|-----------------|-------------------------|----------------|----------------|---------------------|----------------------|--------------------|--|
| | | | | | | | | | | | | | | | | | | | | |
| Subtotal Site Salaries for EWCP | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | \$790,018 | \$1,645 | \$5,761 | \$796,224 | \$49,480 | \$11,574 | \$61,064 | \$138,267 | \$6,636 | \$8,381 | \$0 | \$0 | \$1,014,673 | |
| Alan Rowe College Prep | | | | | | | | | | | | | | | | | | | | |
| Principal | 1.00 | | 7/1/2018 | 100% | \$7,285 | 4 | \$20,199 | | | \$20,199 | \$1,807 | \$423 | \$2,229 | \$2,266 | \$11,331 | \$800 | \$0 | \$0 | \$43,905 | |
| | | | | | \$7,285 | | \$30,779 | | | \$30,779 | \$3,013 | \$645 | \$4,235 | \$2,357 | \$16,437 | \$1,000 | \$0 | \$0 | \$51,442 | |
| | 1.00 | | | 0% | \$0 | 4 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | | | | | \$0 | | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Co-Principal | 1.00 | | | 0% | \$0 | 4 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | | | | | \$0 | | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Science Lead Teacher Stipend | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | | | | | \$1,650 | | \$1,650 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Meth Lead Teacher Stipend | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | | | | | \$1,650 | | \$1,650 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Lead Teacher Stipend | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | | | | | \$1,650 | | \$1,650 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Saturday School Coordinator | 0.00 | | | | \$0 | 0 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | | | | | \$0 | | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Office Manager | 8.00 | | 7/19/2016 | 0% | \$24.10 | 89 | \$17,161 | | | \$17,161 | \$1,004 | \$249 | \$1,313 | \$943 | \$4,716 | \$0 | \$0 | \$0 | \$23,369 | |
| | 1.00 | | | | \$24.10 | 173 | \$33,357 | | | \$33,357 | \$2,068 | \$484 | \$2,552 | \$981 | \$6,866 | \$0 | \$0 | \$0 | \$43,125 | |
| School Secretary | 8.00 | | 7/18/2016 | 0% | \$18.22 | 89 | \$12,970 | | | \$12,970 | \$804 | \$992 | \$2,109 | \$10,544 | \$0 | \$0 | \$0 | \$0 | \$24,642 | |
| | 1.00 | | | | \$18.22 | 173 | \$25,211 | | | \$25,211 | \$1,953 | \$366 | \$1,929 | \$2,193 | \$0 | \$0 | \$0 | \$0 | \$26,425 | |
| Parent Liaison | 5.00 | | 9/9/2013 | 0% | \$23.65 | 89 | \$10,923 | | | \$10,923 | \$666 | \$821 | \$920 | \$0 | \$0 | \$0 | \$0 | \$0 | \$11,670 | |
| | 0.00 | | | | \$23.65 | 173 | \$20,465 | | | \$20,465 | \$1,288 | \$297 | \$1,565 | \$0 | \$0 | \$0 | \$0 | \$0 | \$22,233 | |
| Food Services Coordinator | 6.00 | | 4/24/2017 | 0% | \$16.39 | 60 | \$5,901 | | | \$5,901 | \$390 | \$91 | \$481 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,642 | |
| | 0.50 | | | | \$16.39 | 143 | \$14,063 | | | \$14,063 | \$905 | \$212 | \$1,117 | \$0 | \$0 | \$0 | \$0 | \$0 | \$15,874 | |
| Supper Coordinator | 2.00 | | 4/24/2017 | 0% | \$16.39 | 47 | \$1,541 | | | \$1,541 | \$96 | \$22 | \$118 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,675 | |
| | 0.50 | | | | \$16.39 | 149 | \$3,484 | | | \$3,484 | \$216 | \$51 | \$270 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,750 | |
| Food Service Coordinator Aide | 2.50 | | 8/1/2021 | 0% | \$16.39 | 54 | \$2,213 | | | \$2,213 | \$162 | \$38 | \$198 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,411 | |
| | 0.00 | | | | \$16.39 | 127 | \$5,204 | | | \$5,204 | \$345 | \$81 | \$426 | \$0 | \$0 | \$0 | \$0 | \$0 | \$5,630 | |
| Custodian - Day | 8.00 | | 9/9/2015 | 0% | \$17.91 | 89 | \$12,752 | | | \$12,752 | \$791 | \$185 | \$976 | \$0 | \$0 | \$0 | \$0 | \$0 | \$13,862 | |
| | 1.00 | | | | \$17.91 | 173 | \$24,939 | | | \$24,939 | \$1,730 | \$405 | \$2,135 | \$0 | \$0 | \$0 | \$0 | \$0 | \$26,377 | |
| Custodian - Night | 8.00 | | 7/1/2017 | 0% | \$16.88 | 89 | \$12,020 | | | \$12,020 | \$745 | \$174 | \$920 | \$848 | \$4,240 | \$0 | \$0 | \$0 | \$17,906 | |
| | 1.00 | | | | \$16.88 | 173 | \$23,366 | | | \$23,366 | \$1,642 | \$384 | \$2,026 | \$882 | \$6,173 | \$0 | \$0 | \$0 | \$27,863 | |
| Custodian - Bridge | 4.00 | | 10/21/2020 | 0% | \$15.45 | 89 | \$5,500 | | | \$5,500 | \$353 | \$82 | \$435 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,180 | |
| | 0.00 | | | | \$15.45 | 173 | \$11,171 | | | \$11,171 | \$693 | \$162 | \$855 | \$0 | \$0 | \$0 | \$0 | \$0 | \$12,143 | |
| Instructional Aide - Mental Health (supporting Jaehun W) | 8.00 | | 10/27/2016 | 0% | \$17.39 | 59 | \$8,085 | | | \$8,085 | \$527 | \$123 | \$650 | \$0 | \$0 | \$0 | \$0 | \$0 | \$9,243 | |
| | (3.50) | | | | \$17.39 | 122 | \$19,123 | | | \$19,123 | \$1,224 | \$286 | \$1,510 | \$0 | \$0 | \$0 | \$0 | \$0 | \$20,339 | |
| Instructional Aide - Mental Health (supporting Jaehun W) | 8.00 | | 9/1/2015 | 0% | \$17.91 | 59 | \$8,228 | | | \$8,228 | \$543 | \$127 | \$670 | \$0 | \$0 | \$0 | \$0 | \$0 | \$9,220 | |
| | (3.50) | | | | \$17.91 | 142 | \$19,993 | | | \$19,993 | \$1,259 | \$295 | \$1,554 | \$0 | \$0 | \$0 | \$0 | \$0 | \$21,041 | |
| Instructional Aide - Mental Health (supporting Jaehun W) | 7.60 | | 10/15/2020 | 0% | \$15.45 | 59 | \$6,820 | | | \$6,820 | \$446 | \$104 | \$550 | \$0 | \$0 | \$0 | \$0 | \$0 | \$7,416 | |
| | 0.50 | | | | \$15.45 | 142 | \$16,709 | | | \$16,709 | \$1,036 | \$242 | \$1,278 | \$0 | \$0 | \$0 | \$0 | \$0 | \$18,162 | |
| Instructional Aide - Mental Health (supporting Multiple including Z Grades) | 7.60 | | 12/16/2020 | 0% | \$15.45 | 59 | \$6,820 | | | \$6,820 | \$446 | \$104 | \$550 | \$0 | \$0 | \$0 | \$0 | \$0 | \$7,416 | |
| | (3.50) | | | | \$15.45 | 128 | \$14,481 | | | \$14,481 | \$934 | \$218 | \$1,152 | \$752 | \$2,632 | \$0 | \$0 | \$0 | \$16,868 | |
| Instructional Aide - Mental Health (supporting multiple students 5th grade) | 7.60 | | 11/12/2019 | 0% | \$15.91 | 59 | \$7,406 | | | \$7,406 | \$459 | \$107 | \$567 | \$424 | \$1,059 | \$0 | \$0 | \$0 | \$8,456 | |
| | 0.50 | | | | \$15.91 | 128 | \$14,612 | | | \$14,612 | \$961 | \$225 | \$1,185 | \$441 | \$1,542 | \$0 | \$0 | \$0 | \$16,386 | |

Fortune School of Education
 Salary Budgets
 July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Fire Date | % of Year Eligible for 403b | Gross Monthly Salary | Months/ Hours Paid | Salary | Symposium Other Adj | Subst for Sick Days | Total Comp | FICA 0.023 | Medi 0.0145 | Total Fringe | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% Match | Pub Schl W/C 0.0106 | Higher Ed W/C 0.0088 | Total Comp |
|------------------------------------|------------------------|----------|-----------------------|-----------------------------------|----------------------------|-----------------------|----------------------|------------------------|------------------------|----------------------|--------------------|-----------------|-----------------|------------------------|-----------------------------|--------------------|---------------------------|----------------------------|----------------------|
| Instructional Aide - RTI (Title I) | 5.50 (1.00) 0.00 | | | 0% | \$15.45 \$15.45 | 56 139 | \$4,228 \$4,311 | \$371 | \$360 | \$5,099 \$11,626 | \$316 \$1,986 | \$74 \$1,986 | \$74 \$1,986 | \$917 \$917 | \$0 | \$0 | \$0 | \$0 | \$5,424 \$13,029 |
| Reading Aide | 5.00 (0.50) 0.00 | | | 0% | \$15.45 \$15.45 | 56 139 | \$4,311 \$10,645 | \$371 | \$360 | \$4,681 \$11,005 | \$290 \$682 | \$68 \$160 | \$68 \$160 | \$98 \$98 | \$0 | \$0 | \$0 | \$0 | \$5,089 \$11,862 |
| Yoga Lead Teacher | 0.20 0.00 | | 8/21/2019 | 0% | \$42.44 \$42.44 | 11 26 | \$693 \$312 | \$504 \$458 | \$212 \$212 | \$297 \$376 | \$63 \$61 | \$16 \$14 | \$16 \$14 | \$23 \$75 | \$0 | \$0 | \$0 | \$0 | \$3 \$73 |
| Behavior Technician | 5.50 0.00 | | | 0% | \$15.45 \$15.45 | 54 127 | \$4,589 \$10,792 | \$371 | \$360 | \$4,959 \$11,152 | \$307 \$691 | \$72 \$162 | \$72 \$162 | \$379 \$853 | \$0 | \$0 | \$0 | \$0 | \$5,391 \$11,712 |
| Behavior Technician | 2.900 | | 11/10/2020 | 0% | \$16.39 \$16.39 | 54 127 | \$4,868 \$11,449 | \$393 | \$360 | \$5,261 \$11,809 | \$326 \$732 | \$76 \$171 | \$76 \$171 | \$403 \$903 | \$0 | \$0 | \$0 | \$0 | \$5,719 \$12,996 |
| Behavior Technician | 7.50 0.50 | | 7/11/2016 | 0% | \$17.91 \$17.91 | 57 130 | \$7,655 \$17,659 | \$430 | \$675 | \$8,085 \$18,134 | \$501 \$1,124 | \$618 \$263 | \$618 \$263 | \$618 \$458 | \$441 \$458 | \$1,101 \$1,603 | \$0 | \$85 | \$9,890 \$21,315 |
| 1 3rd Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$4.999 \$4.999 | 3 8 | \$14,997 \$39,992 | \$930 | \$0 | \$15,927 \$40,922 | \$930 \$2,479 | \$217 \$580 | \$217 \$580 | \$723 \$3,059 | \$3,616 | \$0 | \$157 | \$0 | \$19,917 \$48,736 |
| 2 Kindergarten | 1.00 | | 8/1/2019 | 0% | \$5.168 \$5.168 | 3 8 | \$15,985 \$40,980 | \$930 | \$0 | \$16,915 \$41,910 | \$930 \$2,572 | \$236 \$591 | \$236 \$591 | \$236 \$179 | \$1,185 | \$0 | \$163 | \$0 | \$20,449 \$49,182 |
| 3 3rd Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5.162 \$5.162 | 3 8 | \$15,486 \$41,297 | \$960 | \$0 | \$16,446 \$42,257 | \$960 \$2,560 | \$225 \$586 | \$225 \$586 | \$723 \$3,091 | \$3,616 | \$0 | \$163 | \$0 | \$20,449 \$49,182 |
| 4 4th Grade - Self contained | 1.00 | | 8/1/2020 | 0% | \$5.038 \$5.038 | 3 8 | \$15,115 \$39,321 | \$937 | \$0 | \$16,052 \$40,257 | \$937 \$2,499 | \$219 \$584 | \$219 \$584 | \$723 \$3,053 | \$3,616 | \$0 | \$159 | \$0 | \$20,046 \$49,078 |
| 5 Kindergarten | 1.00 | | 8/1/2020 | 0% | \$5.051 \$5.051 | 3 8 | \$15,154 \$40,411 | \$940 | \$0 | \$16,094 \$41,411 | \$940 \$2,505 | \$220 \$586 | \$220 \$586 | \$723 \$3,091 | \$3,616 | \$0 | \$159 | \$0 | \$20,088 \$49,182 |
| 6 Kindergarten | 1.00 | | 8/3/2016 | 100% | \$6.617 \$6.617 | 3 11 | \$19,851 \$52,935 | \$1,231 | \$0 | \$21,082 \$54,166 | \$1,231 \$3,513 | \$288 \$768 | \$288 \$768 | \$1,919 \$2,479 | \$794 | \$208 | \$58 | \$0 | \$34,291 \$77,012 |
| 7 5th Grade - ELA/SS | 1.00 | | 10/21/2016 | 0% | \$5.012 \$5.012 | 3 11 | \$15,036 \$40,037 | \$932 | \$0 | \$15,968 \$41,968 | \$932 \$2,484 | \$216 \$591 | \$216 \$591 | \$723 \$3,053 | \$3,616 | \$0 | \$159 | \$0 | \$20,046 \$49,078 |
| 8 1st Grade | 1.00 | | 8/1/2019 | 0% | \$5.162 \$5.162 | 3 8 | \$15,486 \$41,297 | \$960 | \$0 | \$16,446 \$42,257 | \$960 \$2,560 | \$225 \$586 | \$225 \$586 | \$723 \$3,091 | \$3,616 | \$0 | \$163 | \$0 | \$20,449 \$49,182 |
| 9 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5.038 \$5.038 | 3 8 | \$15,115 \$39,321 | \$937 | \$0 | \$16,052 \$40,257 | \$937 \$2,499 | \$219 \$584 | \$219 \$584 | \$723 \$3,053 | \$3,616 | \$0 | \$159 | \$0 | \$20,046 \$49,078 |
| 10 2nd Grade - Math/Science | 1.00 | | 8/13/2018 | 0% | \$5.091 \$5.091 | 8 11 | \$15,272 \$40,727 | \$947 | \$0 | \$16,169 \$41,669 | \$947 \$2,525 | \$221 \$591 | \$221 \$591 | \$881 \$3,116 | \$4,407 | \$0 | \$160 | \$0 | \$21,008 \$50,887 |
| 11 5th Grade - Math/Science | 1.00 | | 8/1/2014 | 100% | \$7.158 \$7.158 | 3 8 | \$21,475 \$57,267 | \$1,331 | \$0 | \$22,806 \$58,598 | \$1,331 \$3,551 | \$311 \$830 | \$311 \$830 | \$1,643 \$2,291 | \$1,916 | \$859 | \$225 | \$0 | \$33,780 \$78,485 |
| K-5 Teacher | 0.00 | | | 0% | \$5.081 \$5.081 | 3 11 | \$15,115 \$39,321 | \$937 | \$0 | \$16,052 \$40,257 | \$937 \$2,499 | \$219 \$584 | \$219 \$584 | \$723 \$3,053 | \$3,616 | \$0 | \$159 | \$0 | \$20,046 \$49,078 |
| 12 2nd Grade - ELA/SS | 1.00 | | 8/3/2016 | 100% | \$6.815 \$6.815 | 3 8 | \$20,446 \$54,523 | \$1,268 | \$0 | \$21,714 \$55,791 | \$1,268 \$3,380 | \$296 \$791 | \$296 \$791 | \$1,564 \$2,161 | \$4,432 | \$818 | \$215 | \$0 | \$27,475 \$67,900 |
| Leadership Teacher | 0.00 | | | 0% | \$5.233 \$5.233 | 3 11 | \$14,799 \$39,464 | \$918 | \$0 | \$15,717 \$40,382 | \$918 \$2,521 | \$215 \$592 | \$215 \$592 | \$1,119 \$1,424 | \$1,461 | \$592 | \$155 | \$0 | \$17,273 \$45,342 |
| 13 PE Teacher | 1.00 | | 8/1/2019 | 0% | \$5.162 \$5.162 | 3 8 | \$15,486 \$41,297 | \$960 | \$0 | \$16,446 \$42,257 | \$960 \$2,560 | \$225 \$586 | \$225 \$586 | \$723 \$3,091 | \$3,616 | \$0 | \$163 | \$0 | \$20,449 \$49,182 |
| Education Specialist | 1.00 | | 12/1/2020 | 100% | \$4.933 \$4.933 | 3 11 | \$14,799 \$39,464 | \$918 | \$0 | \$15,717 \$40,382 | \$918 \$2,521 | \$215 \$592 | \$215 \$592 | \$1,119 \$1,424 | \$1,461 | \$592 | \$155 | \$0 | \$17,273 \$45,342 |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symptom Other Adjustment | Subs for Sick Days | Total Comp | FICA 0.022 | Medi 0.0145 | Total Raises | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% Match | Pub Sch/403b 0.0105 | Higher Ed W/C 0.0268 | Total Cost | |
|--|-------|----------|--------------------------|-----------------------------|--------------------|-------------------|----------|--------------------------|--------------------|------------|------------|-------------|--------------|---------------------|--------------------------|----------|---------------------|----------------------|------------|----------|
| 1300/3010 | 0.00 | | 7/1/2016 | 0.00% | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Performing Arts Dept. Chair Stipend | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100/3010 | 4.00 | | 8/1/2020 | 0.00% | \$32.27 | 66 | \$8,519 | \$528 | \$124 | \$652 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$9,260 |
| Performing Arts Teachers (Title I) Pos# 97 | | | | | \$32.27 | 147 | \$18,975 | \$1,176 | \$275 | \$1,452 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$20,626 |
| Parent Academy Presenters | | | | | \$75.00 | 213 | \$27,484 | \$1,705 | \$399 | \$2,103 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$29,886 |
| 1900 | 0.00 | | | | \$75.00 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Academies | | | | | \$15.90 | 7.5 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Child Care for Parent Workshops | | | | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100/3010 | 4.00 | | Per Sat | | \$100.00 | 8 | \$3,200 | \$188 | \$46 | \$245 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,472 | |
| Saturday Instructors | | | | | \$100.00 | 8 | \$3,200 | \$188 | \$46 | \$245 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,472 | |
| 1300 | 13.00 | | Dailyrate | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Substitute Teachers (12 sick/2 fteater/1 misc) (no subs for Principal/Ed Specialist) | | | | | \$200 | 15 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,393 | |
| Subtotal Site Salaries for ARCP | | | | | \$1,650 | 15 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,393 | |
| 1300 | 1.00 | | 8/1/2021 | 0% | \$6,867 | 4 | \$27,467 | \$1,703 | \$398 | \$2,101 | \$700 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$33,956 | |
| Hazel Mahone College Prep Principal | | | | | \$6,867 | 4 | \$27,467 | \$1,703 | \$398 | \$2,101 | \$700 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$33,956 | |
| 1300 | 0.00 | | Possible Future Position | | \$6,907 | 4 | \$27,633 | \$1,703 | \$397 | \$2,102 | \$728 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$34,861 | |
| Dean of Students/Behavior Analyst | | | | | \$6,907 | 12 | \$82,400 | \$5,109 | \$1,195 | \$6,304 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$88,705 | |
| 1300 | 1.00 | | 7/1/2016 | | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Lead Teacher K-2 Stipend | | | | | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1300 | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,794 | |
| Lead Teacher 3-5 Stipend | | | | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,794 | |
| 1300 | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,794 | |
| Lead Science Teacher Stipend | | | | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,794 | |
| 1300 | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,794 | |
| Saturday School Coordinator | | | | | \$25 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1300/3010 | 0.00 | | Possible Future Position | | \$25 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Office Manager | | | | | \$21.43 | 89 | \$15,261 | \$946 | \$221 | \$1,167 | \$1,818 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$26,290 | |
| 2400 | 1.00 | | 7/20/2015 | 100% | \$21.43 | 173 | \$29,665 | \$1,839 | \$430 | \$2,269 | \$1,891 | \$13,236 | \$1,167 | \$311 | \$13,236 | \$1,167 | \$311 | \$46,668 | | |
| School Secretary | | | | | \$17.17 | 89 | \$12,225 | \$758 | \$177 | \$935 | \$424 | \$2,118 | \$489 | \$128 | \$2,118 | \$489 | \$128 | \$15,896 | | |
| 2400 | 1.00 | | 11/1/2019 | 100% | \$17.17 | 173 | \$23,763 | \$1,473 | \$345 | \$1,818 | \$441 | \$2,084 | \$951 | \$250 | \$2,084 | \$951 | \$250 | \$29,866 | | |
| Parent Liaison (625 FTE) | | | | | \$15.91 | 89 | \$7,882 | \$443 | \$105 | \$553 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$7,853 | |
| 2900 | 0.50 | | 11/4/2019 | 0% | \$15.91 | 173 | \$13,765 | \$853 | \$200 | \$1,053 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$14,963 | |
| Food Services Coordinator | | | | | \$17.00 | 262 | \$20,447 | \$143 | \$304 | \$1,606 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$22,816 | |
| 2200/5310 | 6.00 | | 8/20/2018 | 100% | \$17.00 | 60 | \$6,118 | \$408 | \$95 | \$499 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$7,365 | |
| Supplier Coordinator | | | | | \$17.00 | 143 | \$14,882 | \$938 | \$219 | \$1,157 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$17,042 | |
| 2200/5320 | 0.50 | | 8/20/2018 | 100% | \$17.00 | 203 | \$20,700 | \$408 | \$314 | \$1,656 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$24,397 | |
| Food Service Coordinator Aide | | | | | \$15.45 | 54 | \$2,503 | \$371 | \$91 | \$478 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,124 | |
| 2200/5310 | 3.00 | | 8/1/2021 | 0% | \$15.45 | 127 | \$5,886 | \$371 | \$91 | \$478 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,790 | |
| Custodian - Day | | | | | \$16.39 | 89 | \$11,670 | \$724 | \$169 | \$893 | \$745 | \$3,724 | \$0 | \$123 | \$3,724 | \$0 | \$123 | \$4,140 | | |
| 2200/0000 | 1.00 | | 8/12/2105 | 100% | \$16.39 | 173 | \$22,865 | \$1,600 | \$374 | \$1,974 | \$775 | \$5,423 | \$0 | \$271 | \$5,423 | \$0 | \$271 | \$33,473 | | |
| Custodian - Night | | | | | \$16.39 | 89 | \$11,670 | \$724 | \$169 | \$893 | \$745 | \$3,724 | \$0 | \$123 | \$3,724 | \$0 | \$123 | \$4,140 | | |
| 2200/0000 | 1.00 | | 7/9/2020 | 0% | \$16.39 | 173 | \$22,865 | \$1,600 | \$374 | \$1,974 | \$775 | \$5,423 | \$0 | \$271 | \$5,423 | \$0 | \$271 | \$33,473 | | |
| Custodian - Bridge | | | | | \$15.45 | 89 | \$5,800 | \$353 | \$82 | \$435 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,180 | |
| 2200/0000 | 0.00 | | 2/9/2021 | 0% | \$15.45 | 173 | \$10,691 | \$693 | \$162 | \$855 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$12,143 | |
| Custodian - Bridge | | | | | \$15.45 | 89 | \$5,800 | \$353 | \$82 | \$435 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,180 | |
| 2200/0000 | 0.00 | | 2/9/2021 | 0% | \$15.45 | 173 | \$10,691 | \$693 | \$162 | \$855 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$12,143 | |
| Custodian - Bridge | | | | | \$16.92 | 262 | \$16,857 | \$1,045 | \$244 | \$1,290 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$18,324 | |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Fire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustm | Subst for Sick Days | Total Comp | FICA 0.022 | Medi 0.0145 | Total Taxes | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% Match | Pub Schl W/C 0.0105 | Higher Ed W/C 0.0268 | Total Costs |
|---|------------------------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------|----------------------------|------------------------|------------|---------------|----------------|----------------|------------------------|-----------------------------|-------------|---------------------------|----------------------------|----------------|
| Instructional Aide - Mental Health (supports MW) | 7.70 (3.20) 0.50 | | 1/7/2019 | 0% | \$16.39 | 59 | \$7,341 | \$893 | \$693 | \$7,735 | \$480 | \$112 | \$592 | \$0 | \$0 | \$0 | \$0 | \$81 | \$8,408 |
| Instructional Aide - SPED (supports LJ) | 7.70 (3.20) 0.50 | | 10/30/2018 | 0% | \$15.91 | 59 | \$7,228 | \$382 | \$693 | \$7,510 | \$466 | \$109 | \$574 | \$424 | \$1,059 | \$0 | \$79 | \$9,222 | |
| Instructional Aide - Mental Health TS-5th grade | 7.70 (3.20) 0.50 | | 8/1/2018 | 0% | \$17.74 | 142 | \$16,789 | \$382 | \$693 | \$17,462 | \$1,084 | \$253 | \$1,337 | \$441 | \$1,542 | \$0 | \$184 | \$20,545 | |
| Reading Aide | 5.00 (1.00) 0.00 | | 8/1/2020 | 0% | \$15.45 | 56 | \$4,395 | \$371 | \$360 | \$4,666 | \$289 | \$68 | \$357 | \$0 | \$0 | \$0 | \$49 | \$5,072 | |
| 4th Grade Instructional Aide | 0.00 (3.50) 0.50 | | 8/1/2018 | 0% | \$0.00 | 142 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Yoga Instructor | 3.50 0.50 | | 8/21/2019 | 0% | \$42.44 | 57 | \$8,466 | \$891 | \$891 | \$9,357 | \$580 | \$136 | \$716 | \$0 | \$0 | \$0 | \$88 | \$10,171 | |
| Yoga Lead Teacher | 0.20 0.00 | | 8/21/2019 | 0% | \$42.44 | 25 | \$212 | \$204 | \$204 | \$416 | \$265 | \$7 | \$23 | \$0 | \$0 | \$0 | \$3 | \$507 | |
| Behaviorist | 8.00 (3.50) 1.00 | | 10/16/2017 | 0% | \$21.67 | 142 | \$23,703 | \$520 | \$720 | \$24,423 | \$1,514 | \$154 | \$810 | \$1,322 | \$6,611 | \$0 | \$111 | \$18,127 | |
| Behavior Technician | 5.50 0.00 | | 8/1/2020 | 0% | \$17.91 | 54 | \$5,320 | \$430 | \$360 | \$5,749 | \$356 | \$83 | \$440 | \$0 | \$0 | \$0 | \$60 | \$6,250 | |
| Behavior Technician | 2.900 | | 8/1/2020 | 0% | \$5,149 | 8 | \$41,192 | \$0 | \$0 | \$41,192 | \$2,554 | \$597 | \$3,151 | \$775 | \$5,423 | \$0 | \$433 | \$50,198 | |
| 2 1st Grade - ELA/SS | 1.00 | | 8/30/2018 | 0% | \$16.39 | 57 | \$7,007 | \$393 | \$675 | \$7,400 | \$469 | \$107 | \$566 | \$0 | \$0 | \$0 | \$78 | \$8,044 | |
| 2 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5,065 | 3 | \$15,194 | \$942 | \$220 | \$16,136 | \$386 | \$112 | \$1,500 | \$386 | \$2,810 | \$0 | \$425 | \$18,446 | |
| 3 Transitional Kindergarten | 1.00 | | 8/1/2019 | 75% | \$5,065 | 3 | \$15,194 | \$942 | \$220 | \$16,136 | \$386 | \$112 | \$1,500 | \$386 | \$2,810 | \$0 | \$425 | \$18,446 | |
| 4 6th & 7th Grade - ELA/Humanities | 1.00 | | 8/1/2019 | 0% | \$5,051 | 3 | \$15,154 | \$940 | \$220 | \$15,154 | \$940 | \$220 | \$1,159 | \$386 | \$1,930 | \$0 | \$159 | \$18,403 | |
| 5 Kindergarten | 1.00 | | 7/25/2016 | 0% | \$5,488 | 3 | \$16,405 | \$1,017 | \$238 | \$17,422 | \$584 | \$136 | \$1,718 | \$706 | \$3,528 | \$0 | \$172 | \$21,960 | |
| 6 5th Grade - Self contained | 1.00 | | 8/1/2020 | 0% | \$5,038 | 3 | \$15,115 | \$937 | \$219 | \$15,115 | \$937 | \$219 | \$1,156 | \$745 | \$2,810 | \$0 | \$423 | \$18,154 | |
| 7 4th Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,038 | 3 | \$15,115 | \$937 | \$219 | \$15,115 | \$937 | \$219 | \$1,156 | \$745 | \$2,810 | \$0 | \$423 | \$18,154 | |
| 8 3rd Grade ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,038 | 3 | \$15,115 | \$937 | \$219 | \$15,115 | \$937 | \$219 | \$1,156 | \$745 | \$2,810 | \$0 | \$423 | \$18,154 | |
| 9 K-5 Teacher Growth | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,798 | \$918 | \$215 | \$14,798 | \$918 | \$215 | \$1,132 | \$700 | \$2,100 | \$0 | \$155 | \$18,186 | |
| 19 Kindergarten | 1.00 | | 8/1/2020 | 0% | \$5,829 | 3 | \$17,466 | \$1,084 | \$254 | \$18,550 | \$630 | \$147 | \$1,777 | \$745 | \$3,724 | \$0 | \$184 | \$22,732 | |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Fire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustm | Subst for Sick Days | Total Comp | FICA 0.062 | Medi 0.0145 | Total Trans | 4.00% No Cal Medical Mo. Premium Annual | 4.00% So Cal No Cal Medi | 4% 403b Match | Pub Schl W/C 0.0106 | Higher Ed W/C 0.0088 | Total |
|--|-------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------|----------------------------|------------------------|------------|---------------|----------------|----------------|---|--------------------------------|---------------------|---------------------------|----------------------------|----------|
| 1100 | | | | | | | \$84,116 | \$0 | \$0 | \$84,116 | \$5,975 | \$80 | \$4,905 | \$0 | \$6,147 | \$0 | \$673 | \$0 | \$78,942 |
| 11 1st Grade | 1.00 | | 8/1/2017 | 0% | \$5,078 | 3 | \$15,233 | \$0 | \$0 | \$15,233 | \$944 | \$221 | \$394 | \$0 | \$1,968 | \$0 | \$160 | \$0 | \$17,361 |
| 1100 | | | | | | | \$55,855 | \$0 | \$0 | \$55,855 | \$3,463 | \$810 | \$3,108 | \$0 | \$4,834 | \$0 | \$386 | \$0 | \$64,383 |
| 12 2nd Grade - Math/Science | 1.00 | | 8/6/2018 | 0% | \$5,175 | 3 | \$15,526 | \$0 | \$0 | \$15,526 | \$963 | \$225 | \$0 | \$563 | \$2,815 | \$0 | \$163 | \$0 | \$18,903 |
| 1100 | | | | | | | \$5,036 | \$0 | \$0 | \$5,036 | \$315 | \$60 | \$3,167 | \$0 | \$5,096 | \$0 | \$35 | \$0 | \$6,092 |
| 13 4th Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,272 | 3 | \$15,815 | \$0 | \$0 | \$15,815 | \$981 | \$229 | \$0 | \$745 | \$2,235 | \$0 | \$166 | \$0 | \$18,216 |
| 1100 | | | | | | | \$5,272 | \$0 | \$0 | \$5,272 | \$2,615 | \$612 | \$3,226 | \$775 | \$5,423 | \$0 | \$443 | \$0 | \$61,268 |
| 14 3rd Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,038 | 3 | \$15,115 | \$0 | \$0 | \$15,115 | \$937 | \$219 | \$0 | \$843 | \$4,214 | \$0 | \$159 | \$0 | \$19,487 |
| 1100 | | | | | | | \$5,038 | \$0 | \$0 | \$5,038 | \$2,499 | \$584 | \$3,053 | \$976 | \$6,135 | \$0 | \$423 | \$0 | \$49,948 |
| 15 6th & 7th Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,038 | 3 | \$15,115 | \$0 | \$0 | \$15,115 | \$937 | \$219 | \$0 | \$843 | \$4,214 | \$0 | \$159 | \$0 | \$19,487 |
| 1100 | | | | | | | \$5,036 | \$0 | \$0 | \$5,036 | \$315 | \$60 | \$3,167 | \$0 | \$5,096 | \$0 | \$35 | \$0 | \$6,092 |
| 16 Middle School Teacher - Leadership | 0.25 | | 8/1/2021 | 0% | \$4,933 | 3 | \$3,700 | \$0 | \$0 | \$3,700 | \$229 | \$54 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,739 |
| 1100 | | | | | | | \$4,933 | \$0 | \$0 | \$4,933 | \$841 | \$197 | \$755 | \$0 | \$0 | \$0 | \$104 | \$0 | \$10,724 |
| 17 Middle School Teacher | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,798 | \$0 | \$0 | \$14,798 | \$918 | \$215 | \$0 | \$700 | \$2,100 | \$0 | \$155 | \$0 | \$17,054 |
| 1100 | | | | | | | \$4,933 | \$0 | \$0 | \$4,933 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$414 | \$0 | \$17,992 |
| 18 PE Teacher | 1.00 | | 8/1/2020 | 0% | \$5,149 | 3 | \$15,447 | \$0 | \$0 | \$15,447 | \$958 | \$224 | \$1,182 | \$449 | \$2,243 | \$0 | \$162 | \$0 | \$19,034 |
| 1100 | | | | | | | \$5,149 | \$0 | \$0 | \$5,149 | \$2,554 | \$597 | \$3,151 | \$467 | \$3,266 | \$0 | \$433 | \$0 | \$8,042 |
| Education Specialist | 1.00 | | 8/1/2019 | 75% | \$5,085 | 3 | \$15,194 | \$0 | \$0 | \$15,194 | \$942 | \$220 | \$1,162 | \$1,754 | \$6,769 | \$456 | \$160 | \$0 | \$25,740 |
| 1100/6500 | | | | | | | \$5,085 | \$0 | \$0 | \$5,085 | \$2,512 | \$587 | \$3,100 | \$1,824 | \$12,767 | \$1,216 | \$425 | \$0 | \$30,025 |
| Performing Arts Teachers (Title I) | 4.00 | | | 0% | \$42,04 | 66 | \$11,000 | \$0 | \$0 | \$11,000 | \$698 | \$161 | \$849 | \$0 | \$0 | \$0 | \$0 | \$0 | \$19,085 |
| 1100/3010 | | | | | | | \$42,04 | \$0 | \$0 | \$42,04 | \$1,732 | \$368 | \$1,693 | \$0 | \$0 | \$0 | \$0 | \$0 | \$49,292 |
| Parent Academy Presenters | 7.00 | | | | \$75.00 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1900 | | | | | | | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 7.5 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2900 | | | | | | | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Saturday Instructors | 2.00 | | Per Sat | | \$100.00 | 8 | \$1,600 | \$0 | \$0 | \$1,600 | \$99 | \$23 | \$122 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,739 |
| 1100/3010 | | | | | | | \$1,600 | \$0 | \$0 | \$1,600 | \$59 | \$23 | \$122 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,739 |
| Substitute Teachers (12 sick/2 flater/1 misc) (no subs for Principal/Ed Specialist) | 17.25 | | Daily rate | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1130 | | | | | | | \$51,750 | \$0 | \$0 | \$51,750 | \$3,209 | \$750 | \$3,959 | \$0 | \$0 | \$0 | \$0 | \$0 | \$56,252 |
| Subtotal Site Salaries for HMCP | | | | | | | | | | | | | | | | | | | |
| Fortune Middle School | | | | | | | | | | | | | | | | | | | |
| Assistant Principal | 1.00 | | 7/1/2018 | 100% | \$6,556 | 4 | \$26,225 | \$0 | \$0 | \$26,225 | \$1,626 | \$390 | \$2,006 | \$896 | \$4,481 | \$1,049 | \$275 | \$0 | \$34,037 |
| 1300 | | | | | | | \$6,556 | \$0 | \$0 | \$6,556 | \$3,252 | \$761 | \$4,012 | \$932 | \$6,524 | \$2,098 | \$551 | \$0 | \$65,636 |
| Office Manager | 0.00 | | | 0% | \$0.00 | 88 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2400 | | | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| School Secretary (split funded) | 8.00 | | 7/29/2015 | 100% | \$20.53 | 88 | \$14,463 | \$0 | \$0 | \$14,463 | \$986 | \$210 | \$1,106 | \$411 | \$2,057 | \$578 | \$152 | \$0 | \$19,345 |
| 2400 | | | | | | | \$20,53 | \$0 | \$0 | \$20,53 | \$1,772 | \$414 | \$4,428 | \$428 | \$2,955 | \$1,143 | \$300 | \$0 | \$30,201 |
| Parent Liaison (split funded) | 6.00 | | 10/3/2019 | 0% | \$16.44 | 88 | \$8,682 | \$0 | \$0 | \$8,682 | \$538 | \$126 | \$664 | \$416 | \$1,561 | \$0 | \$91 | \$0 | \$10,969 |
| 2900 | | | | | | | \$16,44 | \$0 | \$0 | \$16,44 | \$1,064 | \$249 | \$1,313 | \$433 | \$2,273 | \$0 | \$180 | \$0 | \$20,934 |
| Food Services Coordinator | 0.50 | | 8/1/2021 | 0% | \$15.00 | 53 | \$4,770 | \$0 | \$0 | \$4,770 | \$318 | \$74 | \$362 | \$700 | \$1,050 | \$0 | \$54 | \$0 | \$6,626 |
| 2200/5310 | | | | | | | \$15,000 | \$0 | \$0 | \$15,000 | \$988 | \$210 | \$1,106 | \$411 | \$2,057 | \$578 | \$152 | \$0 | \$19,345 |
| Supper Coordinator | 2.00 | | 8/1/2020 | 0% | \$15.45 | 37 | \$1,143 | \$0 | \$0 | \$1,143 | \$71 | \$87 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,243 |
| 2200/5320 | | | | | | | \$15,45 | \$0 | \$0 | \$15,45 | \$3,430 | \$224 | \$276 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,924 |
| Instructional Aide - Mental Health (supporting Y Abanun and J Kelly) | 8.00 | | 2/3/2020 | 0% | \$15.91 | 59 | \$7,400 | \$382 | \$720 | \$7,782 | \$482 | \$113 | \$595 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,459 |
| 1130 | | | | | | | \$15,91 | \$1,124 | \$263 | \$17,409 | \$1,241 | \$263 | \$1,387 | \$0 | \$0 | \$0 | \$0 | \$0 | \$19,707 |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Fire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adj | Subst for Sick L | Total Comp | FICA 0.062 | Medi 0.0145 | Total Fringe | 4.00% No Cal Medical Mo. Premium Annual Cost | 4% 403b Match | Pub Schl W/C 0.0106 | Higher Ed W/C 0.0088 | Total |
|---|------------------------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------|------------------------|---------------------|------------|---------------|----------------|-----------------|--|---------------------|---------------------------|----------------------------|-----------|
| 21006512 | 0.50 | | | | | 201 | \$24,899 | \$882 | \$720 | \$25,911 | \$1,686 | \$376 | \$1,982 | \$0 | \$0 | \$272 | \$0 | \$28,165 |
| Instructional Aide - Mental Health (supporting Multiple including Percele & Ellis) | 7.60 (3.50) 0.50 | | 1/4/2021 | 0% | \$15.45 | 59 | \$6,820 | \$371 | \$684 | \$7,875 | \$446 | \$104 | \$8,465 | \$723 | \$1,808 | \$0 | \$75 | \$9,624 |
| 21006512 | 0.50 | | | | | 201 | \$22,844 | \$371 | \$684 | \$23,899 | \$1,482 | \$347 | \$1,828 | \$4,440 | \$0 | \$251 | \$0 | \$30,419 |
| Instructional Aide - Mental Health (supporting MAtanum) | 8.00 (3.50) 0.50 | | 8/1/2020 | 0% | \$15.91 | 59 | \$7,400 | \$382 | \$720 | \$8,122 | \$482 | \$113 | \$8,596 | \$0 | \$0 | \$82 | \$0 | \$8,469 |
| 21006512 | 0.50 | | | | | 201 | \$24,899 | \$382 | \$720 | \$25,911 | \$1,686 | \$376 | \$1,982 | \$0 | \$0 | \$272 | \$0 | \$28,165 |
| Custodian - Day | 8.00 | | 7/15/2020 | 0% | \$15.45 | 88 | \$10,877 | \$674 | \$1,645 | \$12,196 | \$1,333 | \$312 | \$1,645 | \$752 | \$5,265 | \$0 | \$114 | \$15,439 |
| 22000000 | 1.00 | | | | | 262 | \$2,383 | \$0 | \$0 | \$2,383 | \$2,008 | \$470 | \$2,477 | \$6,881 | \$0 | \$340 | \$0 | \$44,081 |
| Custodian - Night | 8.00 | | 8/1/2020 | 0% | \$15.00 | 88 | \$10,860 | \$655 | \$808 | \$12,323 | \$1,295 | \$363 | \$1,658 | \$700 | \$2,800 | \$0 | \$111 | \$14,279 |
| 22000000 | 1.00 | | | | | 262 | \$20,880 | \$1,295 | \$808 | \$23,440 | \$1,949 | \$466 | \$2,405 | \$7,896 | \$0 | \$219 | \$0 | \$27,793 |
| Custodian - Bridge | 4.00 | | | 0% | \$0.00 | 88 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 22000000 | 0.00 | | | | | 262 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Behavior Tech | 8.00 | | 8/1/2020 | 0% | \$15.45 | 57 | \$7,945 | \$371 | \$720 | \$8,746 | \$460 | \$108 | \$567 | \$723 | \$1,608 | \$0 | \$76 | \$9,869 |
| 2900 | 0.50 | | | | | 187 | \$23,113 | \$371 | \$720 | \$24,204 | \$1,501 | \$243 | \$1,294 | \$752 | \$2,632 | \$0 | \$176 | \$20,981 |
| Behavior Tech | 8.00 | | 8/1/2020 | 0% | \$15.00 | 57 | \$6,840 | \$360 | \$720 | \$7,920 | \$446 | \$104 | \$8,465 | \$700 | \$1,750 | \$0 | \$76 | \$9,576 |
| 2900 | 0.50 | | | | | 187 | \$22,440 | \$360 | \$720 | \$23,520 | \$1,458 | \$341 | \$1,799 | \$4,298 | \$0 | \$247 | \$0 | \$29,864 |
| 1 6hr/7th/8th Grade Math | 1.00 | | 7/16/2014 | 0% | \$7,716 | 3 | \$23,147 | \$1,435 | \$336 | \$24,918 | \$937 | \$171 | \$1,435 | \$7,173 | \$0 | \$243 | \$0 | \$32,333 |
| 11001400 | 1.00 | | | | | 8 | \$61,725 | \$3,827 | \$895 | \$66,447 | \$3,827 | \$895 | \$4,722 | \$10,443 | \$0 | \$648 | \$0 | \$77,538 |
| 2 6hr/7th/8th Grade ELA/Humanities | 1.00 | | 8/21/2019 | 0% | \$6,815 | 3 | \$20,446 | \$1,268 | \$296 | \$22,010 | \$3,260 | \$596 | \$2,662 | \$13,462 | \$0 | \$215 | \$0 | \$35,887 |
| 11001400 | 1.00 | | | | | 11 | \$74,970 | \$0 | \$0 | \$74,970 | \$4,648 | \$1,087 | \$5,735 | \$33,062 | \$0 | \$787 | \$0 | \$114,554 |
| 3 6hr/7th/8th Grade Science | 1.00 | | 8/1/2020 | 0% | \$5,038 | 3 | \$15,115 | \$937 | \$219 | \$16,271 | \$1,156 | \$219 | \$1,156 | \$723 | \$3,616 | \$0 | \$159 | \$20,046 |
| 1100 | 1.00 | | | | | 8 | \$40,306 | \$2,498 | \$584 | \$43,388 | \$3,083 | \$752 | \$3,835 | \$5,265 | \$0 | \$423 | \$0 | \$48,736 |
| 4 6hr/7th/8th Grade Social Science | 1.00 | | 8/1/2020 | 0% | \$5,038 | 3 | \$15,115 | \$937 | \$219 | \$16,271 | \$1,156 | \$219 | \$1,156 | \$723 | \$3,616 | \$0 | \$159 | \$20,046 |
| 1100 | 1.00 | | | | | 11 | \$55,421 | \$0 | \$0 | \$55,421 | \$3,436 | \$804 | \$4,240 | \$8,881 | \$0 | \$582 | \$0 | \$69,123 |
| 5 Middle School Teacher - Math/Science/Misc | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,798 | \$918 | \$215 | \$16,931 | \$1,132 | \$215 | \$1,132 | \$700 | \$2,100 | \$0 | \$155 | \$18,186 |
| 1100 | 1.00 | | | | | 11 | \$54,261 | \$0 | \$0 | \$54,261 | \$3,364 | \$787 | \$4,151 | \$7,196 | \$0 | \$570 | \$0 | \$66,176 |
| 6 Middle School Teacher | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,798 | \$918 | \$215 | \$16,931 | \$1,132 | \$215 | \$1,132 | \$700 | \$2,100 | \$0 | \$155 | \$18,186 |
| 1100 | 1.00 | | | | | 11 | \$54,261 | \$0 | \$0 | \$54,261 | \$3,364 | \$787 | \$4,151 | \$7,196 | \$0 | \$570 | \$0 | \$66,176 |
| Middle School Teacher | 0.00 | | | 0% | \$0 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100 | 0.00 | | | | | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Middle School Teacher | 0.00 | | | 0% | \$0 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100 | 0.00 | | | | | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7 Leadership Teacher | 0.25 | | 8/1/2020 | 0% | \$4,999 | 3 | \$3,749 | \$232 | \$54 | \$4,035 | \$232 | \$54 | \$287 | \$723 | \$604 | \$0 | \$39 | \$4,979 |
| 1100 | 1.00 | | | | | 11 | \$13,747 | \$852 | \$199 | \$15,747 | \$1,052 | \$199 | \$1,251 | \$2,220 | \$0 | \$144 | \$0 | \$17,163 |
| 8 PE Teacher | 1.00 | | 8/1/2020 | 0% | \$4,999 | 3 | \$14,997 | \$930 | \$217 | \$16,144 | \$723 | \$316 | \$1,740 | \$3,616 | \$0 | \$157 | \$0 | \$19,917 |
| 1100 | 1.00 | | | | | 11 | \$54,989 | \$0 | \$0 | \$54,989 | \$3,409 | \$797 | \$4,207 | \$6,881 | \$0 | \$577 | \$0 | \$68,653 |
| Education Specialist | 0.50 | | 8/23/2017 | 0% | \$4,999 | 3 | \$7,498 | \$465 | \$109 | \$8,072 | \$465 | \$109 | \$574 | \$1,808 | \$0 | \$79 | \$0 | \$9,959 |
| 11006500 | 4.00 | | | | | 65 | \$6,521 | \$528 | \$124 | \$7,173 | \$428 | \$103 | \$531 | \$2,632 | \$0 | \$210 | \$0 | \$24,968 |
| Performing Arts Teachers (Title I) | 4.00 | | 8/1/2020 | 0% | \$32.77 | 65 | \$8,321 | \$528 | \$124 | \$9,073 | \$528 | \$124 | \$652 | \$0 | \$0 | \$89 | \$0 | \$9,263 |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Sick Days | Total Comp | FICA 0.022 | Medi 0.0145 | Total Taxes Mo. Premium Annual Cost | 4.00% No Cal Match | 4.00% So Cal 4.00% No Cal Medical | Pub SchI W/C 0.0105 | Higher Ed W/C 0.0088 | Total Cases | |
|---|-----------|----------|-----------------|-----------------------------|--------------------|-------------------|-----------|----------------------------|--------------------|------------|------------|-------------|-------------------------------------|--------------------|-----------------------------------|---------------------|----------------------|-------------|----------|
| 110003010 | 0.50 | | | | \$2,777 | 148 | \$19,003 | \$0 | \$0 | \$19,403 | \$1,203 | \$281 | \$1,484 | \$0 | \$0 | \$0 | \$293 | \$0 | \$20,887 |
| | | | | | | 213 | \$27,924 | \$0 | \$0 | \$27,924 | \$1,731 | \$405 | \$2,136 | \$0 | \$0 | \$0 | \$293 | \$0 | \$30,353 |
| CHH Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$1 | \$0 | \$130 |
| CHH Care for Parent Workshops | 2900 | | | 1 | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday Instructors | 6.00 | | Per Sat | | \$100.00 | 12 | \$7,200 | \$0 | \$0 | \$7,200 | \$446 | \$104 | \$551 | \$0 | \$0 | \$0 | \$76 | \$0 | \$7,826 |
| | 110003010 | | | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | Daily rate | | \$200 | 15 | \$21,750 | \$0 | \$0 | \$21,750 | \$1,349 | \$315 | \$1,664 | \$0 | \$0 | \$0 | \$228 | \$0 | \$23,642 |
| Substitute Teachers (12 sick/2 teacher/1 misc) (no subs for Principal/Ed Specialist) | 7.25 | | | | \$15.90 | 15 | \$21,750 | \$0 | \$0 | \$21,750 | \$1,349 | \$315 | \$1,664 | \$0 | \$0 | \$0 | \$228 | \$0 | \$23,642 |
| | 1130 | | | | \$885,117 | | \$885,117 | \$2,225 | \$4,284 | \$891,627 | \$55,281 | \$12,929 | \$68,209 | \$151,815 | \$4,868 | \$9,362 | \$0 | \$1,125,881 | |
| Subtotal Site Salaries for Fortune Middle School | | | | | | | | | | | | | | | | | | | |
| Early College High School | | | | | | | | | | | | | | | | | | | |
| Regional Director of Schools | 1.00 | | 7/1/2017 | 100% | \$10,300 | 4 | \$41,200 | \$2,554 | \$0 | \$43,754 | \$597 | \$3,152 | \$1,334 | \$6,668 | \$1,648 | \$433 | \$0 | \$53,100 | |
| | | | | | \$10,300 | 8 | \$82,400 | \$5,109 | \$0 | \$87,509 | \$1,195 | \$6,304 | \$1,387 | \$9,708 | \$2,286 | \$865 | \$0 | \$102,573 | |
| | 2300 | | | | \$0 | 12 | \$123,600 | \$7,683 | \$0 | \$131,283 | \$1,792 | \$9,455 | \$16,375 | \$4,944 | \$1,286 | \$0 | \$0 | \$155,873 | |
| Middle School Asst Principal - Zero Year | 0.00 | | | 0% | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | 1300/4610 | | | | \$0 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Counselor and Activities Director | 1.00 | | 9/4/2018 | 100% | \$5,555 | 4 | \$22,219 | \$1,378 | \$0 | \$23,597 | \$322 | \$1,700 | \$1,324 | \$6,618 | \$889 | \$233 | \$0 | \$31,659 | |
| | | | | | \$5,555 | 8 | \$44,438 | \$2,755 | \$0 | \$47,193 | \$644 | \$3,399 | \$1,377 | \$9,636 | \$1,778 | \$467 | \$0 | \$59,717 | |
| | 1200 | | | | \$0 | 12 | \$66,656 | \$4,133 | \$0 | \$70,789 | \$967 | \$5,099 | \$16,255 | \$2,666 | \$700 | \$0 | \$0 | \$91,376 | |
| Office Manager | 8.00 | | 10/1/2018 | 100% | \$22.73 | 89 | \$1,618 | \$1,003 | \$235 | \$2,856 | \$235 | \$1,238 | \$1,491 | \$7,453 | \$647 | \$170 | \$0 | \$25,694 | |
| | | | | | \$22.73 | 173 | \$3,461 | \$1,951 | \$456 | \$5,868 | \$456 | \$2,407 | \$1,550 | \$10,852 | \$1,258 | \$330 | \$0 | \$46,309 | |
| | 2400 | | | | \$0 | 262 | \$47,646 | \$2,954 | \$0 | \$50,600 | \$991 | \$3,645 | \$16,306 | \$1,906 | \$500 | \$0 | \$0 | \$72,003 | |
| School Secretary (split funded) | 8.00 | | 7/29/2015 | 100% | \$20.53 | 89 | \$1,416 | \$906 | \$212 | \$2,534 | \$212 | \$1,118 | \$700 | \$2,800 | \$585 | \$153 | \$0 | \$19,272 | |
| | | | | | \$20.53 | 173 | \$2,832 | \$1,811 | \$412 | \$5,055 | \$412 | \$2,233 | \$1,136 | \$5,096 | \$1,136 | \$298 | \$0 | \$37,116 | |
| | 2400 | | | | \$0 | 262 | \$43,028 | \$2,668 | \$0 | \$45,696 | \$624 | \$3,292 | \$7,896 | \$1,721 | \$452 | \$0 | \$0 | \$56,388 | |
| Parent Liaison (split funded) | 6.00 | | 10/3/2019 | 0% | \$16.44 | 89 | \$8,781 | \$296 | \$0 | \$9,077 | \$653 | \$132 | \$694 | \$416 | \$1,561 | \$0 | \$95 | \$11,428 | |
| | | | | | \$16.44 | 173 | \$17,069 | \$1,058 | \$0 | \$18,127 | \$1,058 | \$217 | \$1,306 | \$433 | \$2,273 | \$0 | \$75 | \$20,927 | |
| | 2900 | | | | \$0 | 262 | \$25,850 | \$296 | \$0 | \$26,146 | \$1,621 | \$379 | \$2,000 | \$3,634 | \$0 | \$275 | \$0 | \$32,254 | |
| Food Services Coordinator | 6.00 | | 8/21/2017 | 0% | \$16.88 | 60 | \$6,078 | \$405 | \$0 | \$6,483 | \$402 | \$94 | \$496 | \$88 | \$170 | \$0 | \$68 | \$7,216 | |
| | | | | | \$16.88 | 143 | \$14,855 | \$32 | \$540 | \$15,025 | \$32 | \$218 | \$71 | \$247 | \$0 | \$158 | \$0 | \$16,579 | |
| | 2200/5310 | | | | \$0 | 203 | \$20,883 | \$405 | \$540 | \$21,508 | \$1,334 | \$312 | \$1,645 | \$416 | \$0 | \$226 | \$0 | \$23,796 | |
| Support Coordinator | 0.00 | | | 0% | \$0.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | | | | | \$0.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | 2200/5320 | | | | \$0 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Custodian - Day | 8.00 | | 7/22/2019 | 0% | \$16.88 | 88 | \$11,883 | \$737 | \$0 | \$12,620 | \$737 | \$172 | \$909 | \$389 | \$1,843 | \$0 | \$125 | \$14,760 | |
| | | | | | \$16.88 | 174 | \$23,935 | \$1,650 | \$3,120 | \$26,615 | \$1,650 | \$386 | \$2,036 | \$583 | \$2,683 | \$0 | \$279 | \$31,614 | |
| | 2200/0000 | | | | \$0 | 262 | \$35,378 | \$0 | \$3,120 | \$38,498 | \$2,387 | \$558 | \$2,945 | \$4,527 | \$0 | \$404 | \$0 | \$46,374 | |
| Custodian - Night | 8.00 | | 8/1/2021 | 0% | \$15.00 | 88 | \$10,860 | \$655 | \$0 | \$11,515 | \$655 | \$153 | \$808 | \$700 | \$2,800 | \$0 | \$111 | \$14,279 | |
| | | | | | \$15.00 | 174 | \$20,880 | \$1,295 | \$0 | \$22,175 | \$1,295 | \$303 | \$1,597 | \$2,800 | \$5,096 | \$0 | \$219 | \$27,793 | |
| | 2200/0000 | | | | \$0 | 262 | \$31,440 | \$1,949 | \$0 | \$33,389 | \$456 | \$2,405 | \$7,896 | \$0 | \$330 | \$0 | \$0 | \$42,071 | |
| Instructional Aide - Special Ed (supporting MMS & CB 12th grade) | 7.15 | | 8/3/2018 | 0% | \$16.88 | 59 | \$7,120 | \$441 | \$0 | \$7,561 | \$441 | \$103 | \$545 | \$0 | \$0 | \$0 | \$75 | \$7,740 | |
| | | | | | \$16.88 | 142 | \$17,137 | \$1,102 | \$644 | \$17,781 | \$1,102 | \$258 | \$1,360 | \$0 | \$0 | \$0 | \$187 | \$19,228 | |
| | 2100/6500 | | | | \$0 | 201 | \$24,256 | \$0 | \$644 | \$24,900 | \$1,944 | \$361 | \$1,905 | \$0 | \$0 | \$261 | \$0 | \$27,067 | |
| Instructional Aide - Special Ed (supporting 8th grade) | 7.10 | | 2/1/2021 | 0% | \$15.45 | 59 | \$6,472 | \$401 | \$0 | \$6,873 | \$401 | \$94 | \$495 | \$0 | \$0 | \$0 | \$68 | \$7,035 | |
| | | | | | \$15.45 | 142 | \$15,577 | \$1,005 | \$639 | \$16,216 | \$1,005 | \$235 | \$1,241 | \$0 | \$0 | \$0 | \$170 | \$17,626 | |
| | 2100/6500 | | | | \$0 | 201 | \$22,049 | \$0 | \$639 | \$22,688 | \$1,407 | \$329 | \$1,736 | \$0 | \$0 | \$0 | \$238 | \$24,662 | |
| Instructional Aide - Mental Health (supporting 5th Grade - multiple students) | 7.70 | | 8/1/2018 | 0% | \$18.27 | 59 | \$8,239 | \$438 | \$0 | \$8,677 | \$438 | \$127 | \$668 | \$0 | \$0 | \$0 | \$92 | \$9,468 | |
| | | | | | \$18.27 | 142 | \$19,575 | \$1,281 | \$693 | \$20,698 | \$1,281 | \$300 | \$1,581 | \$0 | \$0 | \$0 | \$217 | \$22,486 | |
| | 2100/6512 | | | | \$0 | 201 | \$28,274 | \$438 | \$693 | \$29,405 | \$1,823 | \$426 | \$2,250 | \$0 | \$0 | \$0 | \$309 | \$30,964 | |
| Instructional Aide - Behavior (supporting C Williams-10th Grade) | 7.80 | | 8/19/2015 | 0% | \$18.82 | 59 | \$8,660 | \$452 | \$0 | \$9,112 | \$452 | \$132 | \$697 | \$546 | \$1,369 | \$0 | \$96 | \$11,474 | |
| | | | | | \$18.82 | 142 | \$20,949 | \$1,256 | \$702 | \$22,545 | \$1,256 | \$312 | \$1,648 | \$970 | \$1,989 | \$0 | \$226 | \$25,513 | |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adj | Total Comp | FICA 0.062 | Medi 0.0145 | Total Train | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% 403b Match | Pub Schd W/C 0.0106 | Higher Ed W/C 0.0088 | Total 0.0088 |
|---|------|----------|-----------------|-----------------------------|--------------------|-------------------|----------|------------------------|------------|------------|-------------|-------------|---------------------|--------------------------|---------------|---------------------|----------------------|--------------|
| 2100/06512 | 0.50 | | | | | 201 | \$29,894 | \$462 | \$30,657 | \$1,901 | \$445 | \$2,346 | \$0 | \$3,363 | \$0 | \$322 | \$0 | \$38,887 |
| Instructional Aide - Mental Health (supports IM - 11th grade) | 8.00 | | 2/27/2018 | 0% | \$16,88 | 59 | \$7,969 | \$405 | \$8,374 | \$519 | \$291 | \$864 | \$0 | \$170 | \$0 | \$88 | \$0 | \$9,272 |
| | 0.00 | | | | \$16,88 | 142 | \$19,179 | | \$19,899 | \$1,234 | \$289 | \$1,522 | \$71 | \$247 | \$0 | \$209 | \$0 | \$21,877 |
| | 0.50 | | | | | 201 | \$27,47 | \$405 | \$28,272 | \$1,753 | \$410 | \$2,163 | \$0 | \$416 | \$0 | \$297 | \$0 | \$31,148 |
| AVID Tutor (4.5 hours per day/5x per week) | 4.50 | | | 0% | \$15,45 | 22 | \$1,530 | \$371 | \$1,900 | \$118 | \$28 | \$145 | \$0 | \$0 | \$0 | \$20 | \$0 | \$2,066 |
| | 0.00 | | | | \$15,45 | 56 | \$3,893 | \$423 | \$4,264 | \$284 | \$62 | \$325 | \$0 | \$0 | \$0 | \$45 | \$0 | \$4,623 |
| | 0.00 | | | | | 78 | \$5,423 | \$371 | \$5,794 | \$382 | \$89 | \$471 | \$0 | \$0 | \$0 | \$65 | \$0 | \$6,889 |
| AVID Tutor (2.8 hours per day/5x per week) | 0.25 | | 8/1/2020 | 0% | \$4,999 | 3 | \$3,749 | \$232 | \$3,981 | \$222 | \$54 | \$287 | \$723 | \$604 | \$0 | \$39 | \$0 | \$4,979 |
| | 0.00 | | | | \$4,999 | 11 | \$13,747 | \$852 | \$14,599 | \$852 | \$199 | \$1,052 | \$2,220 | \$1,316 | \$0 | \$105 | \$0 | \$12,184 |
| AVID Tutor (4.5 hours per day/2x per week) | 4.50 | | 8/15/2020 | 0% | \$15,45 | 22 | \$1,530 | \$371 | \$1,900 | \$118 | \$28 | \$145 | \$68 | \$0 | \$0 | \$20 | \$0 | \$2,066 |
| | 0.00 | | | | \$15,45 | 56 | \$3,893 | \$423 | \$4,264 | \$284 | \$62 | \$325 | \$71 | \$0 | \$0 | \$45 | \$0 | \$4,623 |
| | 0.00 | | | | | 78 | \$5,423 | \$371 | \$5,794 | \$382 | \$89 | \$471 | \$0 | \$0 | \$0 | \$65 | \$0 | \$6,889 |
| Behavior Technician | 8.00 | | 8/3/2020 | 0% | \$15,45 | 56 | \$6,922 | \$371 | \$7,293 | \$452 | \$106 | \$558 | \$700 | \$0 | \$0 | \$77 | \$0 | \$7,827 |
| | 0.00 | | | | \$15,45 | 139 | \$17,180 | | \$17,540 | \$1,088 | \$254 | \$1,342 | \$728 | \$0 | \$0 | \$184 | \$0 | \$19,066 |
| | 0.00 | | | | | 195 | \$24,102 | \$371 | \$24,833 | \$1,940 | \$380 | \$1,900 | \$0 | \$0 | \$0 | \$261 | \$0 | \$26,993 |
| Increase FTE to 1.0 for growth | | | | | | 59 | \$8,470 | \$430 | \$8,900 | \$552 | \$129 | \$681 | \$68 | \$170 | \$0 | \$93 | \$0 | \$9,843 |
| | 0.50 | | 10/9/2017 | 0% | \$17,91 | 142 | \$20,450 | | \$21,170 | \$1,313 | \$307 | \$1,619 | \$71 | \$247 | \$0 | \$222 | \$0 | \$23,268 |
| | 0.00 | | | | | 201 | \$28,920 | \$430 | \$30,069 | \$1,864 | \$436 | \$2,300 | \$416 | \$0 | \$0 | \$316 | \$0 | \$33,102 |
| 1 High School Teacher - ELA 9th/7/2th Grade | 1.00 | | 8/1/2018 | 0% | \$6,599 | 3 | \$19,797 | \$1,227 | \$20,724 | \$1,147 | \$287 | \$1,514 | \$448 | \$2,239 | \$0 | \$208 | \$0 | \$23,759 |
| | 0.00 | | | | \$6,599 | 8 | \$52,791 | \$3,273 | \$56,064 | \$3,273 | \$765 | \$4,039 | \$466 | \$3,281 | \$0 | \$554 | \$0 | \$60,645 |
| | 0.00 | | | | | 11 | \$72,988 | \$0 | \$72,988 | \$4,500 | \$1,063 | \$5,553 | \$0 | \$5,500 | \$0 | \$762 | \$0 | \$84,403 |
| 2 High School Teacher - ELA | 1.00 | | 8/1/2020 | 0% | \$5,149 | 3 | \$15,447 | \$658 | \$16,105 | \$1,162 | \$224 | \$1,386 | \$723 | \$3,616 | \$0 | \$162 | \$0 | \$20,407 |
| | 0.00 | | | | \$5,149 | 8 | \$41,192 | \$2,954 | \$44,146 | \$2,954 | \$597 | \$3,551 | \$752 | \$5,285 | \$0 | \$433 | \$0 | \$50,040 |
| | 0.00 | | | | | 11 | \$56,639 | \$0 | \$56,639 | \$3,512 | \$821 | \$4,333 | \$881 | \$8,881 | \$0 | \$595 | \$0 | \$70,447 |
| 3 High School Teacher - Science | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,798 | \$918 | \$15,716 | \$1,132 | \$215 | \$1,347 | \$700 | \$2,100 | \$0 | \$155 | \$0 | \$18,186 |
| | 0.00 | | | | \$4,933 | 8 | \$39,463 | \$2,447 | \$41,910 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$414 | \$0 | \$47,992 |
| | 0.00 | | | | | 11 | \$54,261 | \$0 | \$54,261 | \$3,364 | \$787 | \$4,151 | \$716 | \$7,196 | \$0 | \$570 | \$0 | \$66,176 |
| 4 High School Teacher - Upper Math Algebra & Geometry | 1.00 | | 11/18/2019 | 0% | \$5,488 | 3 | \$16,405 | \$1,017 | \$17,422 | \$1,255 | \$238 | \$1,493 | \$484 | \$2,422 | \$0 | \$172 | \$0 | \$20,255 |
| | 0.00 | | | | \$5,488 | 8 | \$43,248 | \$2,712 | \$45,960 | \$2,712 | \$594 | \$3,306 | \$504 | \$3,810 | \$0 | \$459 | \$0 | \$51,080 |
| | 0.00 | | | | | 11 | \$60,153 | \$0 | \$60,153 | \$3,729 | \$872 | \$4,602 | \$5,949 | \$5,949 | \$0 | \$632 | \$0 | \$71,535 |
| 5 High School Teacher - Science 9th/7/2th Grade | 1.00 | | 10/1/2018 | 0% | \$5,580 | 3 | \$16,740 | \$1,038 | \$17,778 | \$1,281 | \$243 | \$1,524 | \$869 | \$4,347 | \$0 | \$176 | \$0 | \$22,544 |
| | 0.00 | | | | \$5,580 | 8 | \$44,641 | \$2,768 | \$47,409 | \$2,768 | \$547 | \$3,315 | \$904 | \$6,330 | \$0 | \$469 | \$0 | \$54,854 |
| | 0.00 | | | | | 11 | \$61,381 | \$0 | \$61,381 | \$3,806 | \$890 | \$4,696 | \$1,067 | \$10,677 | \$0 | \$644 | \$0 | \$77,938 |
| 6 High School Teacher - Spanish | 1.00 | | 8/1/2020 | 0% | \$4,999 | 3 | \$14,997 | \$930 | \$15,927 | \$1,147 | \$217 | \$1,364 | \$723 | \$3,616 | \$0 | \$157 | \$0 | \$19,917 |
| | 0.00 | | | | \$4,999 | 8 | \$39,992 | \$2,479 | \$42,471 | \$2,479 | \$580 | \$3,059 | \$752 | \$5,265 | \$0 | \$420 | \$0 | \$48,736 |
| | 0.00 | | | | | 11 | \$54,989 | \$0 | \$54,989 | \$3,409 | \$797 | \$4,207 | \$6,881 | \$6,881 | \$0 | \$577 | \$0 | \$68,655 |
| 7 High School Teacher - Spanish | 0.50 | | 8/1/2021 | 0% | \$4,933 | 3 | \$7,400 | \$459 | \$7,859 | \$1,077 | \$187 | \$1,264 | \$0 | \$0 | \$0 | \$76 | \$0 | \$8,043 |
| | 0.00 | | | | \$4,933 | 8 | \$19,732 | \$1,223 | \$20,955 | \$1,223 | \$256 | \$1,479 | \$0 | \$0 | \$0 | \$207 | \$0 | \$21,449 |
| | 0.00 | | | | | 11 | \$27,132 | \$0 | \$27,132 | \$1,682 | \$393 | \$2,076 | \$0 | \$0 | \$0 | \$285 | \$0 | \$29,492 |
| 8 High School Teacher - Lower Math Pre-Algebra and Math AWD | 1.00 | | 8/1/2019 | 75% | \$5,162 | 3 | \$15,466 | \$960 | \$16,426 | \$1,185 | \$225 | \$1,410 | \$375 | \$1,874 | \$465 | \$163 | \$0 | \$19,172 |
| | 0.00 | | | | \$5,162 | 8 | \$41,297 | \$2,560 | \$43,857 | \$2,560 | \$599 | \$3,159 | \$390 | \$2,729 | \$1,239 | \$434 | \$0 | \$48,857 |
| | 0.00 | | | | | 11 | \$56,783 | \$0 | \$56,783 | \$3,521 | \$823 | \$4,344 | \$4,603 | \$1,703 | \$596 | \$0 | \$68,029 | |
| 9 High School Teacher - Social Science | 1.00 | | 8/1/2019 | 0% | \$5,038 | 3 | \$15,115 | \$937 | \$16,052 | \$1,156 | \$219 | \$1,375 | \$723 | \$3,616 | \$0 | \$159 | \$0 | \$20,046 |
| | 0.00 | | | | \$5,038 | 8 | \$40,306 | \$2,489 | \$42,795 | \$2,489 | \$584 | \$3,073 | \$752 | \$5,265 | \$0 | \$423 | \$0 | \$49,073 |
| | 0.00 | | | | | 11 | \$55,421 | \$0 | \$55,421 | \$3,436 | \$804 | \$4,240 | \$6,881 | \$6,881 | \$0 | \$562 | \$0 | \$69,123 |
| 10 High School Teacher - PE | 8.00 | | 8/17/2019 | 0% | \$32,35 | 65 | \$16,823 | \$1,043 | \$17,866 | \$1,287 | \$244 | \$1,531 | \$700 | \$3,500 | \$0 | \$177 | \$0 | \$21,787 |
| | 1.00 | | | | \$32,35 | 148 | \$38,305 | \$2,375 | \$40,680 | \$2,375 | \$555 | \$2,930 | \$728 | \$5,096 | \$0 | \$402 | \$0 | \$46,734 |
| | 0.00 | | | | | 213 | \$55,128 | \$0 | \$55,128 | \$3,418 | \$799 | \$4,217 | \$6,596 | \$6,596 | \$0 | \$579 | \$0 | \$68,520 |
| Education Specialist | 1.00 | | 8/23/2017 | 0% | \$4,999 | 3 | \$14,997 | \$930 | \$15,927 | \$1,147 | \$217 | \$1,364 | \$723 | \$3,616 | \$0 | \$157 | \$0 | \$19,917 |
| | 0.00 | | | | \$4,999 | 8 | \$39,992 | \$2,479 | \$42,471 | \$2,479 | \$580 | \$3,059 | \$752 | \$5,265 | \$0 | \$420 | \$0 | \$48,736 |
| | 0.00 | | | | | 11 | \$54,989 | \$0 | \$54,989 | \$3,409 | \$797 | \$4,207 | \$6,881 | \$6,881 | \$0 | \$577 | \$0 | \$68,655 |
| Increase FTE to 1.00 | | | | | | 65 | \$8,476 | \$526 | \$9,002 | \$646 | \$123 | \$646 | \$0 | \$0 | \$0 | \$89 | \$0 | \$9,213 |
| | 4.00 | | 9/26/2019 | 0% | \$32,60 | 148 | \$19,299 | \$1,197 | \$20,496 | \$1,197 | \$250 | \$1,476 | \$0 | \$0 | \$0 | \$203 | \$0 | \$20,976 |

Fortune School of Education
Salary Budgets
July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Fire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustm | Subst for Sick Days | Total Comp | FICA 0.0262 | Medi 0.0145 | Total Taxes | Medical Mo. Premium | 4.00% No Cal 4.00% No Cal | 403b Match | Pub Schl W/C 0.0105 | Higher Ed W/C 0.0088 | Total Costs |
|--|------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|--------------------|----------------------------|------------------------|--------------------|-----------------|-----------------|-----------------|------------------------|------------------------------|-----------------|---------------------------|----------------------------|--------------------|
| 110003010 | | | | | | 213 | \$27,775 | \$0 | \$0 | \$27,775 | \$1,722 | \$403 | \$2,125 | \$0 | \$0 | \$0 | \$292 | \$0 | \$30,191 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Child Care for Parent Workshops | 2900 | | 1 | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Music Director | 1.00 | | | 0% | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | \$0 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 230009001 | | | | | | 12 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Instructional Aide - RTI (Title I) (.09 FTE) | 0.00 | | | 0% | 15.00 | 52 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$700 | \$0 | \$0 | \$0 | \$0 |
| | | | | | 15.00 | 144 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$728 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 210003010 | | | | | | 196 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Substitute Teachers (12 sick/2 fteater/1 misc (no subs for Principal/Ed Specialist) | 9.50 | | Dailyrate | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | \$200 | 15 | \$28,500 | \$1,767 | \$413 | \$2,180 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$30,980 |
| | | | | | | 15 | \$28,500 | \$1,767 | \$413 | \$2,180 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$30,980 |
| Subtotal Site Salaries for Early College High School | | | | | | | \$1,268,865 | \$3,539 | \$8,658 | \$1,281,261 | \$79,438 | \$16,578 | \$98,016 | | \$159,962 | \$12,941 | \$13,463 | \$0 | \$1,565,633 |
| Tecoy Porter College Prep | | | | | | | | | | | | | | | | | | | |
| Principal | 1.00 | | 7/29/2013 | 100% | \$7,725 | 4 | \$30,900 | \$1,916 | \$448 | \$2,364 | \$880 | \$4,388 | \$1,236 | \$24 | \$39,222 | | | | \$39,222 |
| | | | | | \$7,725 | 8 | \$61,800 | \$3,832 | \$896 | \$4,728 | \$915 | \$6,403 | \$2,472 | \$49 | \$76,052 | | | | \$76,052 |
| 1300 | | | | | | 12 | \$92,700 | \$5,747 | \$1,344 | \$7,092 | \$1,081 | \$3,708 | \$973 | \$0 | \$115,274 | | | | \$115,274 |
| Assistant Principal | 1.00 | | 9/21/2015 | 100% | \$6,180 | 4 | \$24,720 | \$1,533 | \$358 | \$1,891 | \$1,427 | \$1,136 | \$989 | \$260 | \$34,995 | | | | \$34,995 |
| | | | | | \$6,180 | 8 | \$49,440 | \$3,065 | \$717 | \$3,782 | \$1,484 | \$10,390 | \$1,978 | \$519 | \$66,108 | | | | \$66,108 |
| 1300 | | | | | | 12 | \$74,160 | \$0 | \$0 | \$74,160 | \$4,598 | \$1,075 | \$5,673 | \$17,525 | \$2,966 | \$779 | \$0 | \$0 | \$101,104 |
| Lead Teacher K-2 Stipend | 1.00 | | | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$1,26 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,794 |
| | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | | 0 | \$1,650 | \$102 | \$24 | \$1,26 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,794 |
| Lead Teacher 3-5 Stipend | 0.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Science Teacher Stipend | 0.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday School Coordinator | 0.00 | | | | \$25 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | \$25 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 130003010 | | | | | | 12 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Office Manager | 8.00 | | 10/26/2020 | 0% | \$21.43 | 89 | \$15,261 | \$946 | \$221 | \$1,167 | \$723 | \$3,616 | \$0 | \$160 | \$20,205 | | | | \$20,205 |
| | | | | | \$21.43 | 173 | \$29,665 | \$1,639 | \$430 | \$2,269 | \$752 | \$5,265 | \$0 | \$311 | \$37,511 | | | | \$37,511 |
| 2400 | | | | | | 262 | \$44,926 | \$2,785 | \$651 | \$3,437 | \$881 | \$0 | \$472 | \$0 | \$57,715 | | | | \$57,715 |
| School Secretary | 8.00 | | 7/1/2021 | 0% | \$18.00 | 89 | \$12,816 | \$795 | \$186 | \$980 | \$700 | \$2,800 | \$0 | \$135 | \$16,731 | | | | \$16,731 |
| | | | | | \$18.00 | 173 | \$24,912 | \$1,545 | \$351 | \$1,936 | \$728 | \$5,096 | \$0 | \$396 | \$48,906 | | | | \$48,906 |
| 2400 | | | | | | 262 | \$37,728 | \$0 | \$0 | \$37,728 | \$2,339 | \$547 | \$2,886 | \$0 | \$7,886 | | | | \$7,886 |
| Parent Liaison (.625 FTE) | 5.00 | | 7/1/2020 | 0% | \$15.45 | 89 | \$6,875 | \$139 | \$102 | \$537 | \$0 | \$0 | \$0 | \$74 | \$7,625 | | | | \$7,625 |
| | | | | | \$15.45 | 173 | \$13,364 | \$299 | \$194 | \$1,022 | \$0 | \$0 | \$0 | \$140 | \$14,927 | | | | \$14,927 |
| 2900 | | | | | | 262 | \$20,240 | \$139 | \$1,263 | \$295 | \$1,559 | \$0 | \$0 | \$0 | \$214 | \$0 | | | \$214 |
| Food Services Coordinator (.87 FTE) | 6.00 | | 8/1/2020 | 0% | \$15.45 | 60 | \$5,562 | \$371 | \$86 | \$454 | \$723 | \$1,808 | \$0 | \$62 | \$8,257 | | | | \$8,257 |
| | | | | | \$15.45 | 143 | \$13,266 | \$955 | \$200 | \$1,055 | \$752 | \$2,632 | \$0 | \$145 | \$17,629 | | | | \$17,629 |
| 220003010 | | | | | | 203 | \$18,818 | \$371 | \$540 | \$19,729 | \$1,223 | \$286 | \$1,509 | \$4,440 | \$25,886 | | | | \$25,886 |
| Supper Coordinator | 2.00 | | 8/1/2020 | 0% | \$15.45 | 47 | \$1,452 | \$90 | \$21 | \$111 | \$0 | \$0 | \$0 | \$0 | \$15 | \$0 | | | \$15 |
| | | | | | \$15.45 | 102 | \$3,152 | \$3,332 | \$207 | \$48 | \$255 | \$0 | \$0 | \$0 | \$35 | \$0 | | | \$35 |
| 220003320 | | | | | | 149 | \$4,604 | \$0 | \$180 | \$4,784 | \$207 | \$69 | \$366 | \$0 | \$50 | \$0 | | | \$50 |
| Custodian - Day | 8.00 | | 8/1/2020 | 0% | \$15.91 | 89 | \$11,330 | \$702 | \$164 | \$867 | \$723 | \$3,616 | \$0 | \$119 | \$15,932 | | | | \$15,932 |
| | | | | | \$15.91 | 173 | \$22,024 | \$1,559 | \$365 | \$1,924 | \$752 | \$5,265 | \$0 | \$264 | \$32,597 | | | | \$32,597 |
| 220000000 | | | | | | 262 | \$33,965 | \$0 | \$3,120 | \$36,475 | \$2,261 | \$529 | \$2,790 | \$881 | \$0 | | | | \$48,829 |
| Custodian - Night | 8.00 | | 7/1/2020 | 0% | \$15.91 | 89 | \$11,330 | \$702 | \$164 | \$867 | \$723 | \$3,616 | \$0 | \$119 | \$15,932 | | | | \$15,932 |
| | | | | | \$15.91 | 173 | \$22,024 | \$1,559 | \$365 | \$1,924 | \$752 | \$5,265 | \$0 | \$264 | \$32,597 | | | | \$32,597 |
| 1.00 | | | | | | | \$3,120 | \$25,144 | \$1,559 | \$395 | \$1,924 | \$2,725 | \$0 | \$264 | \$32,597 | | | | \$32,597 |

Fortune School of Education
 Salary Budgets
 July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Sick Days | Total Comp | FICA 0.022 | Medi 0.0145 | Total Taxes | Medical Mo. Premium | 4.00% No Cal | 4.00% So Cal | 4% 403b Match | Pub Schl WIC 0.0105 | Higher Ed WIC 0.0088 | Total Cost | |
|----------|------|----------|-----------------|-----------------------------|--------------------|-------------------|----------|----------------------------|--------------------|------------|------------|-------------|-------------|---------------------|--------------|--------------|---------------|---------------------|----------------------|------------|----------|
| 22000000 | 4.00 | | 7/1/2021 | 0% | \$15.00 | 89 | \$5,340 | \$180 | \$1,120 | \$36,475 | \$2,261 | \$529 | \$3,790 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$46,229 |
| | 0.00 | | | | \$15.00 | 89 | \$5,340 | \$180 | \$480 | \$5,520 | \$342 | \$80 | \$422 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,000 |
| 22000000 | 0.00 | | | | \$15.00 | 173 | \$10,980 | \$180 | \$480 | \$16,380 | \$673 | \$157 | \$831 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$11,805 |
| | 0.00 | | | | \$0.00 | 262 | \$15,720 | \$180 | \$480 | \$16,380 | \$1,016 | \$238 | \$1,253 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$17,805 |
| 21006512 | 0.50 | | | | \$0.00 | 53 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | 0.00 | | | | \$0.00 | 155 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21006500 | 0.50 | | | | \$15.45 | 53 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | 0.00 | | | | \$15.45 | 208 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000000 | 4.00 | | 12/7/2021 | 0% | \$15.45 | 56 | \$3,461 | \$371 | \$360 | \$3,832 | \$238 | \$56 | \$293 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$4,165 |
| | 0.00 | | | | \$15.45 | 139 | \$8,590 | \$360 | \$360 | \$8,950 | \$555 | \$130 | \$685 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$9,729 |
| 21000000 | 0.00 | | | | \$15.45 | 195 | \$12,051 | \$371 | \$360 | \$12,782 | \$792 | \$165 | \$978 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$13,894 |
| | 0.00 | | | | \$15.45 | 56 | \$3,461 | \$371 | \$360 | \$3,832 | \$238 | \$56 | \$293 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$4,165 |
| 21000000 | 0.00 | | 8/1/2020 | 0% | \$15.45 | 139 | \$8,590 | \$360 | \$360 | \$8,950 | \$555 | \$130 | \$685 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$9,729 |
| | 0.00 | | | | \$15.45 | 195 | \$12,051 | \$371 | \$360 | \$12,782 | \$792 | \$165 | \$978 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$13,894 |
| 21000000 | 0.00 | | 8/1/2020 | 0% | \$32.96 | 57 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | 0.50 | | | | \$32.96 | 187 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 21000000 | 0.20 | | 8/21/2019 | 0% | \$40.00 | 11 | \$88 | \$192 | \$200 | \$290 | \$17 | \$4 | \$21 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$304 |
| | 0.00 | | | | \$40.00 | 25 | \$200 | \$240 | \$200 | \$540 | \$40 | \$9 | \$49 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$696 |
| 21000000 | 5.50 | | 8/1/2021 | 0% | \$15.00 | 11 | \$906 | \$1,980 | \$0 | \$920 | \$57 | \$13 | \$70 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,000 |
| | 0.00 | | | | \$15.00 | 25 | \$2,063 | \$2,475 | \$0 | \$2,888 | \$179 | \$42 | \$221 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,139 |
| 2900 | 7.50 | | 8/1/2020 | 0% | \$15.45 | 36 | \$2,570 | \$4,455 | \$0 | \$7,425 | \$460 | \$108 | \$568 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,071 |
| | 0.50 | | | | \$15.45 | 57 | \$6,605 | \$371 | \$675 | \$6,976 | \$432 | \$101 | \$534 | \$723 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$7,383 |
| 2900 | 0.50 | | 8/1/2020 | 0% | \$15.45 | 130 | \$15,064 | \$976 | \$675 | \$15,739 | \$976 | \$228 | \$1,204 | \$752 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$17,108 |
| 11001400 | 1.00 | | 8/1/2020 | 0% | \$4,999 | 3 | \$14,987 | \$930 | \$675 | \$22,714 | \$1,408 | \$329 | \$1,738 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$24,891 |
| | 0.00 | | | | \$4,999 | 8 | \$39,982 | \$2,179 | \$675 | \$39,982 | \$2,179 | \$590 | \$3,059 | \$752 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$43,786 |
| 11001400 | 1.00 | | 8/1/2018 | 0% | \$5,065 | 3 | \$15,194 | \$942 | \$0 | \$15,194 | \$942 | \$220 | \$1,162 | \$375 | \$1,874 | \$0 | \$0 | \$0 | \$0 | \$0 | \$18,390 |
| | 0.00 | | | | \$5,065 | 8 | \$40,517 | \$2,512 | \$0 | \$40,517 | \$2,512 | \$587 | \$3,100 | \$390 | \$2,729 | \$0 | \$0 | \$0 | \$0 | \$0 | \$46,770 |
| 11001400 | 1.00 | | 8/1/2020 | 0% | \$5,038 | 3 | \$15,115 | \$937 | \$0 | \$15,115 | \$937 | \$219 | \$1,156 | \$723 | \$3,616 | \$0 | \$0 | \$0 | \$0 | \$0 | \$20,046 |
| | 0.00 | | | | \$5,038 | 8 | \$40,206 | \$2,499 | \$0 | \$40,206 | \$2,499 | \$584 | \$3,083 | \$752 | \$5,265 | \$0 | \$0 | \$0 | \$0 | \$0 | \$49,078 |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,162 | 3 | \$15,486 | \$960 | \$0 | \$15,486 | \$960 | \$225 | \$1,185 | \$723 | \$3,616 | \$0 | \$0 | \$0 | \$0 | \$0 | \$20,449 |
| | 0.00 | | | | \$5,162 | 8 | \$41,237 | \$2,590 | \$0 | \$41,237 | \$2,590 | \$599 | \$3,199 | \$752 | \$5,265 | \$0 | \$0 | \$0 | \$0 | \$0 | \$50,154 |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$4,999 | 3 | \$14,987 | \$930 | \$0 | \$14,987 | \$930 | \$217 | \$1,147 | \$723 | \$3,616 | \$0 | \$0 | \$0 | \$0 | \$0 | \$19,817 |
| | 0.00 | | | | \$4,999 | 8 | \$39,982 | \$2,179 | \$0 | \$39,982 | \$2,179 | \$580 | \$3,059 | \$752 | \$5,265 | \$0 | \$0 | \$0 | \$0 | \$0 | \$48,736 |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$5,081 | 3 | \$15,243 | \$945 | \$0 | \$15,243 | \$945 | \$221 | \$1,166 | \$700 | \$2,100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$18,669 |
| | 0.00 | | | | \$5,081 | 8 | \$40,648 | \$2,520 | \$0 | \$40,648 | \$2,520 | \$589 | \$3,110 | \$728 | \$5,086 | \$0 | \$0 | \$0 | \$0 | \$0 | \$49,280 |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$5,081 | 11 | \$55,891 | \$3,465 | \$0 | \$55,891 | \$3,465 | \$810 | \$4,276 | \$716 | \$1,986 | \$0 | \$0 | \$0 | \$0 | \$0 | \$67,949 |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$0 | \$14,799 | \$918 | \$215 | \$1,132 | \$700 | \$2,100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$18,187 |
| | 0.00 | | | | \$4,933 | 8 | \$39,464 | \$2,447 | \$0 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$0 | \$0 | \$0 | \$0 | \$47,993 |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$0 | \$14,799 | \$918 | \$215 | \$1,132 | \$700 | \$2,100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$18,187 |
| | 0.00 | | | | \$4,933 | 8 | \$39,464 | \$2,447 | \$0 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$0 | \$0 | \$0 | \$0 | \$47,993 |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$4,933 | 11 | \$54,263 | \$3,364 | \$0 | \$54,263 | \$3,364 | \$787 | \$4,151 | \$716 | \$1,986 | \$0 | \$0 | \$0 | \$0 | \$0 | \$66,180 |
| | 0.00 | | | | \$4,933 | 3 | \$14,799 | \$918 | \$0 | \$14,799 | \$918 | \$215 | \$1,132 | \$700 | \$2,100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$18,187 |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$4,933 | 8 | \$39,464 | \$2,447 | \$0 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$0 | \$0 | \$0 | \$0 | \$47,993 |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$4,933 | 11 | \$54,263 | \$3,364 | \$0 | \$54,263 | \$3,364 | \$787 | \$4,151 | \$716 | \$1,986 | \$0 | \$0 | \$0 | \$0 | \$0 | \$66,180 |
| | 0.00 | | | | \$4,933 | 3 | \$14,799 | \$918 | \$0 | \$14,799 | \$918 | \$215 | \$1,132 | \$700 | \$2,100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$18,187 |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$4,933 | 8 | \$39,464 | \$2,447 | \$0 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$0 | \$0 | \$0 | \$0 | \$47,993 |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$4,933 | 11 | \$54,263 | \$3,364 | \$0 | \$54,263 | \$3,364 | \$787 | \$4,151 | \$716 | \$1,986 | \$0 | \$0 | \$0 | \$0 | \$0 | \$66,180 |

Fortune School of Education
 Salary Budgets
 July 1, 2021 - June 30, 2022

| Position | FTE | Increase | 3.00% Fire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustm | Subs for Sick Days | Total Comp | FICA 0.0282 | Medi 0.0145 | Total Pensions | Medical Pm Premium | 4.00% No Cal Annual Cost | 4% 403b Match | Pub Schl W/C 0.0105 | Higher Ed W/C 0.0088 | Total Costs |
|---|-------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|--------------------|----------------------------|-----------------------|--------------------|-----------------|-----------------|-------------------|-----------------------|-----------------------------|---------------------|---------------------------|----------------------------|--------------------|
| New position for growth | | | | | | | | | | | | | | | | | | | |
| 1100 | | | | | \$4,933 | 8 | \$9,864 | \$0 | \$0 | \$9,864 | \$2,447 | \$372 | \$3,019 | \$728 | \$5,096 | \$0 | \$0 | \$0 | \$47,993 |
| | | | | | | 11 | \$54,263 | | | \$54,263 | | \$787 | \$4,151 | \$7,196 | | | \$0 | \$0 | \$68,180 |
| K-5 Teacher | 0.00 | | | 0% | \$4,933 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$700 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$728 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100 | | | | | \$4,933 | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| K-5 Teacher | 0.00 | | | 0% | \$4,933 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100 | | | | | \$4,933 | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 10 PE Teacher | 8.00 | | 8/1/2020 | 0% | \$32,52 | 65 | \$16,909 | \$1,048 | \$245 | \$1,294 | \$700 | \$3,500 | \$728 | \$5,096 | \$0 | \$0 | \$0 | \$0 | \$21,980 |
| | 1.00 | | | | \$32,52 | 148 | \$38,500 | \$2,387 | \$558 | \$2,945 | \$728 | \$5,096 | \$728 | \$5,096 | \$0 | \$0 | \$0 | \$0 | \$46,946 |
| | | | | | | 213 | \$55,409 | \$0 | \$0 | \$55,409 | \$3,435 | \$803 | \$4,239 | \$8,596 | \$0 | \$0 | \$0 | \$0 | \$68,626 |
| | | | | | | 3 | \$16,137 | \$1,000 | \$234 | \$1,234 | \$1,351 | \$6,756 | \$0 | \$169 | \$24,207 | \$0 | \$0 | \$0 | \$56,611 |
| Education Specialist | 1.00 | | 8/1/2019 | 0% | \$5,379 | 8 | \$43,031 | \$2,668 | \$624 | \$3,292 | \$1,405 | \$9,837 | \$0 | \$452 | \$0 | \$0 | \$0 | \$0 | \$90,906 |
| | | | | | | 11 | \$59,167 | \$0 | \$0 | \$59,167 | \$3,668 | \$868 | \$4,526 | \$16,593 | \$0 | \$0 | \$0 | \$0 | \$80,906 |
| Performing Arts Teachers (Title I), ART | 0.50 | | 8/1/2020 | 0% | \$6,599 | 3 | \$9,898 | \$0 | \$0 | \$9,898 | \$614 | \$144 | \$757 | \$723 | \$1,085 | \$0 | \$0 | \$0 | \$11,844 |
| | | | | | | 8 | \$26,390 | \$1,637 | \$383 | \$2,019 | \$752 | \$2,632 | \$0 | \$277 | \$31,324 | \$0 | \$0 | \$0 | \$43,169 |
| | | | | | | 11 | \$36,294 | \$0 | \$0 | \$36,294 | \$2,250 | \$526 | \$2,776 | \$3,717 | \$0 | \$0 | \$0 | \$0 | \$43,169 |
| Parent Academy Presenters | 7.00 | | | | \$75.00 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1900 | | | | | \$15.90 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Workshops | 2.00 | | 1 | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday Instructors | 2.00 | | Per Sat | | \$100.00 | 8 | \$1,600 | \$99 | \$23 | \$1,723 | \$23 | \$122 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,739 |
| | | | | | | 8 | \$1,600 | \$0 | \$0 | \$1,600 | \$99 | \$23 | \$122 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,739 |
| Substitute Teachers (12 sick/2 fteater/1 misc) (no subs for Principal/Ed Specialist) | 10.00 | | Daily rate | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | | 15 | \$30,000 | \$1,860 | \$435 | \$2,295 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$32,610 |
| | | | | | | 15 | \$30,000 | \$0 | \$0 | \$30,000 | \$1,860 | \$435 | \$2,295 | \$0 | \$0 | \$0 | \$0 | \$0 | \$32,610 |
| Subtotal Site Salaries for TFCP | | | | | | | \$1,105,446 | \$6,689 | \$9,035 | \$1,121,170 | \$69,513 | \$16,257 | \$85,769 | \$165,119 | \$6,674 | \$11,772 | \$0 | \$0 | \$1,390,905 |

Fortune School of Education
 Salary Budgets
 July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.082 | Medi 0.0145 | Total Rates | Medical Mo. Premium | 4.00% No Cal 4.00% No Cal | 403b Match | 4% Match | Pub.Sch Higher Ed W/C 0.0105 | W/C 0.0105 | Total Cost | | |
|---|------|----------|-----------------|-----------------------------|--------------------|-------------------|----------|---------------------------|-------------------|------------|------------|-------------|-------------|---------------------|---------------------------|------------|----------|------------------------------|------------|------------|----------|--|
| Fortune School County-wide | | | | | | | | | | | | | | | | | | | | | | |
| 41 Athletic Director | 1.00 | | 8/1/2016 | 100% | \$5,149 | 4 | \$20,596 | \$299 | \$1,576 | \$1,487 | \$7,435 | \$824 | \$216 | \$30,646 | | | | | | | \$30,646 | |
| 23000500 | | | | yes for 700 | \$5,149 | 8 | \$41,191 | \$2,554 | \$3,151 | \$1,546 | \$10,825 | \$1,648 | \$433 | \$57,247 | | | | | | | \$57,247 | |
| Admin Assistant Stipend | 1.00 | | | 0% | \$2,500 | 1 | \$61,787 | \$3,831 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$64,618 | |
| 24000500 | | | | | \$2,500 | 0 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,716 | |
| Boys Basketball- Head Stipend 5-8 | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,718 | |
| Boys Basketball- Assistant Stipend 5-8 | 1.00 | | | 0% | \$1,250 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$1,250 | 1 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,359 | |
| Boys Basketball- Head Stipend High School | 1.00 | | | 0% | \$5,000 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$5,000 | 1 | \$5,000 | \$310 | \$73 | \$383 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$5,435 | |
| Boys Basketball- Assistant Stipend High School | 1.00 | | | 0% | \$1,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$1,500 | 1 | \$1,500 | \$93 | \$22 | \$115 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,631 | |
| Girls Basketball- Head Stipend 5-8 | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,716 | |
| Girls Basketball- Assistant Stipend 5-8 | 1.00 | | | 0% | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Girls Basketball- Head Stipend High School | 1.00 | | | 0% | \$5,000 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$5,000 | 1 | \$5,000 | \$310 | \$73 | \$383 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$5,435 | |
| Girls Basketball- Assistant Stipend High School | 1.00 | | | 0% | \$1,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$1,500 | 1 | \$1,500 | \$93 | \$22 | \$115 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,631 | |
| Basketball Development (Intramurals) Not in 20-21 | 0.00 | | | 0% | \$500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Rugby Development (Intramurals) Not in 20-21 | 0.00 | | | 0% | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Boys Track- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,718 | |
| Boys Track- Assistant Stipend High School | 1.00 | | | 0% | \$1,250 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$1,250 | 1 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,359 | |
| Girls Track- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,718 | |
| Girls Track- Assistant Stipend High School | 1.00 | | | 0% | \$1,250 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$1,250 | 1 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,359 | |
| Boys Soccer- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,716 | |
| Boys Soccer - Assistant Stipend High School | 1.00 | | | 0% | \$1,000 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$1,000 | 1 | \$1,000 | \$62 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,087 | |
| Girls Soccer - Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,716 | |
| Girls Soccer - Assistant Stipend High School | 1.00 | | | 0% | \$1,000 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$1,000 | 1 | \$1,000 | \$62 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,087 | |
| Boys Volleyball- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,716 | |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | 1.00 Vacant | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Salary | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0262 | Medi 0.0145 | Total Taxes | Medical Mo. Premium | 4.00% No Cal 4.00% Annual Cost | 403b Match | Pub.Sch Higher Ed W/C 0.0105 0.0068 | Total Costs |
|--|------|-------------------------|------------|-----------------|-----------------------------|----------------------|-------------------|----------|---------------------------|-------------------|------------|-------------|-------------|-------------|---------------------|--------------------------------|------------|-------------------------------------|-------------|
| Boys Volleyball - Assistant Stipend High School | 1.00 | Vacant | | | 0% | \$1,000 | 0 | \$1,000 | \$0 | \$0 | \$1,000 | \$52 | \$15 | \$77 | \$77 | \$0 | \$0 | \$0 | \$1,087 |
| Girls Volleyball - Head Stipend High School | 1.00 | Vacant | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Girls Volleyball - Assistant Stipend High School | 1.00 | Vacant | | | 0% | \$1,000 | 1 | \$1,000 | \$0 | \$0 | \$1,000 | \$52 | \$15 | \$77 | \$77 | \$0 | \$0 | \$0 | \$1,087 |
| Cheer - Head Stipend 5-8 | 1.00 | Vacant | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Cheer - Assistant Stipend 5-8 | 1.00 | Luedt, N | | | 0% | \$1,250 | 1 | \$1,250 | \$0 | \$0 | \$1,250 | \$78 | \$18 | \$96 | \$96 | \$0 | \$0 | \$0 | \$1,359 |
| Cheer - Head Stipend High School | 1.00 | Vacant | | | 0% | \$6,000 | 1 | \$6,000 | \$0 | \$0 | \$6,000 | \$372 | \$87 | \$459 | \$459 | \$0 | \$0 | \$0 | \$6,522 |
| Cheer - Assistant Stipend High School | 1.00 | Vacant | | | 0% | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Music Director Develop Drumline - Program 030 | 1.00 | Stefan,Diabose Pos #644 | 7/1/2019 | 100% | \$8,013 | 4 | \$32,053 | \$1,697 | \$465 | \$32,053 | \$1,697 | \$465 | \$2,452 | \$1,886 | \$9,429 | \$0 | \$0 | \$0 | \$44,971 |
| Sub Total Athletics and Drumline | | | | | | | 12 | \$96,160 | \$0 | \$0 | \$96,160 | \$5,962 | \$1,334 | \$7,356 | \$7,356 | \$23,159 | \$0 | \$1,010 | \$127,685 |
| Fortune School Principal | 1.00 | Howard | 7/1/2017 | 100% | \$7,729 | 4 | \$30,914 | \$1,917 | \$448 | \$30,914 | \$1,917 | \$448 | \$2,365 | \$2,211 | \$11,055 | \$1,237 | \$325 | \$45,895 | |
| Lead Science Teacher Stipend | 1.00 | Vacant | 7/1/2016 | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Teacher K-2 Stipend | 1.00 | Vacant | 7/1/2016 | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Teacher 3-5 Stipend | 1.00 | Vacant | 7/1/2016 | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Office Manager | 8.00 | Sims | 11/1/2014 | 100% | \$24,83 | 89 | \$17,681 | \$1,096 | \$256 | \$17,681 | \$1,096 | \$256 | \$1,353 | \$1,218 | \$6,088 | \$707 | \$186 | \$26,014 | |
| School Secretary | 8.00 | Velasquez, Janet 11/5 | 8/3/2018 | 0% | \$18,76 | 89 | \$13,359 | \$828 | \$194 | \$13,359 | \$828 | \$194 | \$1,022 | \$755 | \$3,777 | \$0 | \$140 | \$18,298 | |
| Parent Liaison | 8.00 | Johnson | 10/23/2013 | 100% | \$24,04 | 89 | \$17,116 | \$1,081 | \$248 | \$17,116 | \$1,081 | \$248 | \$1,309 | \$2,245 | \$11,225 | \$695 | \$180 | \$30,516 | |
| Food Services Coordinator | 6.00 | Andrews, J | 1/23/2012 | 0% | \$18,44 | 60 | \$6,640 | \$443 | \$540 | \$6,640 | \$443 | \$540 | \$1,033 | \$542 | \$0 | \$0 | \$0 | \$74 | \$7,699 |
| Supper Coordinator | 2.00 | Andrews, J | 8/6/2014 | 0% | \$18,44 | 47 | \$1,734 | \$107 | \$25 | \$1,734 | \$107 | \$25 | \$133 | \$0 | \$0 | \$0 | \$0 | \$18 | \$1,885 |
| Food Service Coordinator Aide | 2.00 | Vacant | 8/1/2021 | 0% | \$15,91 | 54 | \$1,719 | \$382 | \$360 | \$1,719 | \$382 | \$360 | \$30 | \$161 | \$0 | \$0 | \$0 | \$22 | \$2,283 |
| Custodian - Day | 8.00 | Flores, Ariana | 10/24/2016 | 0% | \$18,27 | 89 | \$13,008 | \$807 | \$189 | \$13,008 | \$807 | \$189 | \$995 | \$946 | \$4,229 | \$0 | \$137 | \$18,369 | |
| Custodian - Night | 8.00 | Doezer, Nina | 1/19/2021 | 0% | \$16,39 | 89 | \$11,670 | \$724 | \$169 | \$11,670 | \$724 | \$169 | \$893 | \$1,203 | \$6,163 | \$0 | \$123 | \$18,949 | |
| Custodial - Bridge | 4.00 | Jackson, Brandon | 11/09/2020 | 0% | \$18,45 | 89 | \$6,567 | \$221 | \$88 | \$6,567 | \$221 | \$88 | \$519 | \$0 | \$0 | \$0 | \$0 | \$71 | \$7,378 |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Date | % of Year Eligible for 4.00% | Gross Monthly Hours Paid | Months/ Hours Paid | Salary | Synopsis Other Adj | Synopsis Stipend | Subs for Six Days | Total Comp | FICA 0.075 | Medi 0.0145 | Total Rate | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% Match | Pub-Sch W/C | Higher Ed W/C | Total |
|---|------------------------|----------|---------------------------------------|------------------------------------|--------------------------------|-----------------------|----------------------|-----------------------|---------------------|----------------------|------------|---------------|----------------|---------------|------------------------|-----------------------------|-------------|----------------|------------------|----------|
| 210006512 Instructional Aide - Mental Health (1.00 FTE) (supports HI, ID, BM) | 8.00 (3.50) 0.50 | | 9/12/2012 | 0% | \$19.38 \$19.38 | 69 69 | \$9,913 \$9,478 | \$465 | \$465 | \$720 | \$8,478 | \$588 | \$137 | \$9,173 | \$725 | \$0 | \$0 | \$0 | \$0 | \$10,303 |
| 210006512 Instructional Aide - Mental Health (1.00 FTE) (supports MG 1st grade) | 8.00 (3.50) 0.50 | | 2/6/2017 | 0% | \$17.91 \$17.91 | 59 59 | \$8,020 \$8,450 | \$430 | \$430 | \$693 | \$8,450 | \$524 | \$123 | \$9,197 | \$646 | \$752 | \$0 | \$0 | \$0 | \$11,066 |
| 210006512 Instructional Aide - Mental Health (.96 FTE) (supports AR 1st grade) | 7.60 (3.10) 0.50 | | 2/3/2020 | 0% | \$16.39 \$16.39 | 59 49 | \$7,648 \$7,763 | \$430 | \$430 | \$684 | \$7,648 | \$474 | \$111 | \$8,263 | \$655 | \$0 | \$0 | \$0 | \$0 | \$9,095 |
| 21000000 Instructional Aide - RTI | 8.00 (3.50) 0.50 | | 10/24/2013 | 100% | \$19.38 \$19.38 | 59 142 | \$9,013 \$21,925 | \$465 | \$465 | \$720 | \$8,478 | \$588 | \$137 | \$9,197 | \$725 | \$887 | \$2,243 | \$379 | \$100 | \$12,925 |
| 21000000 Yoga Instructor | 2.00 0.50 | | 8/21/2019 | 0% | \$43.71 \$43.71 | 57 167 | \$4,983 \$11,364 | \$525 | \$525 | \$525 | \$5,507 | \$341 | \$80 | \$6,348 | \$421 | \$0 | \$0 | \$0 | \$0 | \$5,986 |
| 21000000 Yoga Lead Teacher | 0.20 0.00 | | 8/21/2019 | 0% | \$43.71 \$43.71 | 25 36 | \$2,191 \$5,151 | \$262 | \$472 | \$0 | \$2,191 | \$30 | \$7 | \$2,321 | \$23 | \$0 | \$0 | \$0 | \$0 | \$333 |
| 210003010 Behavior Aide - (Title 1) | 4.00 (3.50) 0.25 | | 10/8/2019 | 0% | \$16.39 \$16.39 | 56 139 | \$3,557 \$8,425 | \$197 | \$197 | \$360 | \$3,754 | \$233 | \$54 | \$4,287 | \$0 | \$0 | \$0 | \$0 | \$0 | \$4,080 |
| 210000000 Reading Aide | 4.00 0.00 0.25 | | 10/3/2016 | 100% | \$17.91 \$17.91 | 56 139 | \$4,011 \$9,068 | \$215 | \$215 | \$360 | \$4,226 | \$262 | \$61 | \$4,849 | \$292 | \$0 | \$0 | \$0 | \$0 | \$4,763 |
| 2900 Behavior Technician | 5.50 0.50 | | 8/17/2016 | 0% | \$17.91 \$17.91 | 54 127 | \$5,520 \$12,511 | \$430 | \$430 | \$360 | \$5,749 | \$356 | \$83 | \$6,188 | \$440 | \$0 | \$0 | \$0 | \$0 | \$6,250 |
| 2900 Behavior Technician (94FTE) | 5.50 0.50 | | 1/5/2021 | 0% | \$15.91 \$15.91 | 54 127 | \$4,726 \$11,476 | \$382 | \$382 | \$360 | \$5,108 | \$317 | \$74 | \$5,505 | \$391 | \$0 | \$0 | \$0 | \$0 | \$5,553 |
| 1100/1400 1 Kindergarten | 1.00 | | 3/23/2015 | 0% | \$18.45 \$18.45 | 57 130 | \$7,887 \$16,662 | \$443 | \$443 | \$675 | \$8,329 | \$516 | \$121 | \$9,045 | \$637 | \$0 | \$0 | \$0 | \$0 | \$9,054 |
| 1100/1400 2 Kindergarten | 1.00 | | 8/1/2019 | 0% | \$5.344 \$5.244 | 3 3 | \$15,731 \$4,948 | \$0 | \$0 | \$0 | \$15,731 | \$975 | \$208 | \$16,706 | \$412 | \$762 | \$0 | \$0 | \$0 | \$16,860 |
| 1100/1400 3 1st Grade | 1.00 | | 8/1/2014 | 0% | \$5.230 \$5.230 | 11 11 | \$57,530 \$3,567 | \$0 | \$0 | \$0 | \$57,530 | \$3,567 | \$834 | \$63,401 | \$9,673 | \$0 | \$0 | \$0 | \$0 | \$71,933 |
| 1100/1400 4 2nd Grade - Math/Science | 1.00 | | 8/1/2019 | 0% | \$5.203 \$5.203 | 3 11 | \$15,009 \$41,624 | \$968 | \$968 | \$0 | \$15,009 | \$968 | \$226 | \$16,945 | \$1,194 | \$391 | \$0 | \$0 | \$0 | \$18,922 |
| 1100/1400 5 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5.217 \$5.217 | 3 11 | \$15,650 \$41,732 | \$970 | \$970 | \$0 | \$15,650 | \$970 | \$227 | \$16,847 | \$1,197 | \$752 | \$0 | \$0 | \$0 | \$20,772 |
| 1100/1400 6 3rd Grade - ELARS | 1.00 | | 8/6/2014 | 100% | \$6.218 \$6.218 | 3 11 | \$18,654 \$49,743 | \$1,057 | \$1,057 | \$0 | \$18,654 | \$1,057 | \$270 | \$20,381 | \$1,220 | \$788 | \$0 | \$0 | \$0 | \$20,994 |
| 1100/1400 7 3rd Grade - Math/Science | 1.00 | | 10/8/2015 | 0% | \$5.344 \$5.344 | 3 11 | \$16,032 \$42,752 | \$968 | \$968 | \$0 | \$16,032 | \$968 | \$226 | \$17,226 | \$1,194 | \$391 | \$0 | \$0 | \$0 | \$18,012 |
| 1100/1400 8 4th & 5th Grade - Math/Science | 1.00 | | 8/2/2018 | 0% | \$5.330 \$5.330 | 3 11 | \$15,991 \$42,644 | \$991 | \$991 | \$0 | \$15,991 | \$991 | \$232 | \$17,213 | \$1,087 | \$746 | \$0 | \$0 | \$0 | \$18,218 |
| 1100/1400 9 Kindergarten | 1.00 | | 8/1/2019 | 0% | \$5.633 \$5.633 | 3 11 | \$16,898 \$45,060 | \$1,048 | \$1,048 | \$0 | \$16,898 | \$1,048 | \$245 | \$18,191 | \$866 | \$4,331 | \$0 | \$0 | \$0 | \$22,699 |
| 1100/1400 Early/Kindergarten Teacher | 0.00 | | Vacant - FILL if we offer January ESK | 0% | \$0 \$0 | 6 6 | \$0 \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100/1400 10 2nd Grade - ELARS | 1.00 | | 8/1/2019 | 75% | \$5.317 \$5.317 | 3 8 | \$15,951 \$42,535 | \$989 | \$989 | \$0 | \$15,951 | \$989 | \$231 | \$17,170 | \$428 | \$1,283 | \$0 | \$0 | \$0 | \$18,100 |
| 1100/1400 1100 | | | | | \$58,486 \$58,486 | 11 11 | \$58,486 \$58,486 | \$0 | \$0 | \$0 | \$58,486 | \$3,626 | \$948 | \$62,060 | \$4,474 | \$4,388 | \$1,755 | \$614 | \$0 | \$69,727 |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0262 | Medi 0.0145 | Total Taxes | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% Match | Pub.Sch W/C 0.0105 0.0109 | Higher Ed W/C 0.0088 0.0088 | Total Costs |
|--|------------------------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------------------|------------------------------|----------------------|----------------------|--------------------|--------------------|--------------------|------------------------|-----------------------------|--------------------|------------------------------------|--------------------------------------|----------------------|
| 11 4th & 5th Grade - ELASS Pos #353 | 1.00 | | 8/1/2014 | 100% | \$5,958 \$5,958 | 3 6 | \$17,875 \$47,688 | \$0 | \$0 | \$17,875 \$47,688 | \$1,108 \$2,955 | \$259 \$3,647 | \$2,367 \$3,447 | \$473 \$492 | \$2,367 \$3,447 | \$715 \$1,907 | \$188 \$501 | \$22,513 \$57,169 | |
| 12 K-5 Teacher Pos #111 | 1.00 | | 8/1/2021 | 0% | \$5,081 \$5,081 | 3 6 | \$15,243 \$40,648 | \$0 | \$0 | \$15,243 \$40,648 | \$945 \$2,520 | \$221 \$589 | \$1,166 \$3,110 | \$728 \$757 | \$3,640 \$5,300 | \$0 | \$160 \$427 | \$20,209 \$49,484 | |
| 13 1st Grade Pos #113 | 1.00 | | 8/1/2021 | 0% | \$5,081 \$5,081 | 3 6 | \$15,243 \$40,648 | \$0 | \$0 | \$15,243 \$40,648 | \$945 \$2,520 | \$221 \$589 | \$1,166 \$3,110 | \$728 \$757 | \$3,640 \$5,300 | \$0 | \$160 \$427 | \$20,209 \$49,484 | |
| 14 PE Teacher Pos #41 | 1.00 | | 8/19/2015 | 0% | \$5,217 \$5,217 | 3 6 | \$15,650 \$41,732 | \$0 | \$0 | \$15,650 \$41,732 | \$970 \$2,597 | \$227 \$605 | \$1,197 \$3,193 | \$443 \$460 | \$2,165 \$3,152 | \$0 | \$164 \$438 | \$19,176 \$48,515 | |
| Education Specialist Pos #42 | 1.00 | | 12/11/2019 | 0% | \$5,988 \$5,988 | 3 6 | \$17,875 \$47,688 | \$0 | \$0 | \$17,875 \$47,688 | \$1,108 \$2,955 | \$259 \$3,647 | \$2,367 \$3,447 | \$473 \$492 | \$2,367 \$3,447 | \$715 \$1,907 | \$188 \$501 | \$22,513 \$57,169 | |
| Performing Arts Pos #43 | 0.50 | | 8/1/2020 | 0% | \$6,797 \$6,797 | 3 6 | \$10,195 \$27,188 | \$0 | \$0 | \$10,195 \$27,188 | \$632 \$1,686 | \$148 \$394 | \$1,880 \$2,080 | \$752 \$782 | \$1,880 \$2,738 | \$0 | \$107 \$285 | \$12,963 \$32,291 | |
| Parent Academy Presenters Pos #44 | 1.00 | | Per Sat | | \$75.00 \$75.00 | 1 0 | \$0 \$0 | \$0 | \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | |
| Child Care for Parent Academies Child Care for Parent Workshops Pos #45 | 1.00 | | 1.0 1 | | \$15.90 \$15.90 | 7.5 0 | \$119 \$0 | \$0 | \$0 | \$119 \$0 | \$7 \$0 | \$2 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$1 \$0 | \$130 \$130 |
| Saturday Instructors Pos #46 | 3.00 | | Per Sat | | \$100.00 \$100.00 | 8 8 | \$2,400 \$2,400 | \$0 | \$0 | \$2,400 \$2,400 | \$149 \$149 | \$35 \$35 | \$184 \$184 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$2,609 \$2,609 |
| Substitute Teachers (12 sick/2 fteater/1 misc) (no subs for Principals/ Specialists) Pos #47 | 14.00 | | Daily rate | | \$200 \$200 | 15 15 | \$42,000 \$42,000 | \$0 | \$0 | \$42,000 \$42,000 | \$2,604 \$2,604 | \$609 \$609 | \$3,213 \$3,213 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$45,613 \$45,613 |
| Subtotal Site Salaries for FS | | | | | \$1,556,008 | | \$1,574,202 | \$43,938 | \$13,257 | \$1,574,202 | \$97,601 | \$22,826 | \$120,426 | | \$248,463 | \$18,757 | \$16,529 | \$0 | \$1,976,378 |
| William Lee College Prep | | | | | | | | | | | | | | | | | | | |
| Principal - Elem Pos #50 | 1.00 | | 6/2/2008 | 100% | \$8,871 \$8,871 | 4 8 | \$35,484 \$70,968 | \$0 | \$0 | \$35,484 \$70,968 | \$2,200 \$4,400 | \$515 \$1,029 | \$2,715 \$5,429 | \$901 \$937 | \$4,507 \$9,014 | \$1,419 \$2,838 | \$373 \$746 | \$44,497 \$86,542 | |
| Assistant Principal - Elem Pos# 52 | 0.00 | | | 0% | \$0 \$0 | 4 8 | \$0 \$0 | \$0 | \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 |
| Lead Teacher - Elementary Pos #53 | 2.00 | | | 100% | \$1,650 \$1,650 | 0 0 | \$3,300 \$3,300 | \$0 | \$0 | \$3,300 \$3,300 | \$205 \$205 | \$48 \$48 | \$252 \$252 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$3,587 \$3,587 | |
| Lead Science Teacher Stipend Pos #54 | 1.00 | | | 100% | \$1,650 \$1,650 | 0 0 | \$1,650 \$1,650 | \$0 | \$0 | \$1,650 \$1,650 | \$102 \$102 | \$24 \$24 | \$126 \$126 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$1,776 \$1,776 | |
| Office Manager (split funded) Pos# 55 | 8.00 66.60% | | 9/8/2015 | 100% | \$28.70 \$28.70 | 89 173 | \$13,611 \$26,457 | \$0 | \$0 | \$13,611 \$26,457 | \$844 \$3,844 | \$1,041 \$3,844 | \$1,041 \$3,844 | \$1,120 \$1,165 | \$3,729 \$5,430 | \$544 \$1,603 | \$143 \$421 | \$19,069 \$52,247 | |
| School Secretary - WLCP Pos# 56 | 8.00 1.00 | | 7/16/2013 | 100% | \$20.51 \$20.51 | 89 173 | \$14,601 \$28,822 | \$0 | \$0 | \$14,601 \$28,822 | \$905 \$1,760 | \$212 \$2,044 | \$1,117 \$4,311 | \$1,966 \$2,044 | \$9,829 \$14,311 | \$584 \$1,719 | \$153 \$451 | \$26,285 \$46,296 | |
| Parent Liaison (split funded) Pos# 57 - Etned | 66.60% | | | 0% | \$0.00 \$0.00 | 89 173 | \$0 \$0 | \$0 | \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 |
| Food Services Coordinator (split funded) Pos# 59 | 6.00 0.50 66.60% | | 8/16/2012 | 100% | \$18.44 \$18.44 | 60 143 | \$4,422 \$10,539 | \$2,955 | \$360 | \$4,717 \$10,899 | \$262 \$1,584 | \$68 \$834 | \$68 \$1,070 | \$1,712 \$2,493 | \$1,028 \$4,436 | \$189 \$436 | \$50 \$114 | \$7,028 \$14,776 | |
| Supper Coordinator (split funded) Pos# 62 | 2.00 66.60% | | 11/17/2014 | 100% | \$18.44 \$18.44 | 47 149 | \$1,155 \$3,061 | \$0 | \$120 \$120 | \$1,155 \$3,061 | \$72 \$234 | \$17 \$55 | \$68 \$201 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$46 \$105 | \$1,301 \$3,266 | |
| Food Service Coordinator Aide (split funded) Pos# 100 | 4.00 0.00 66.60% | | 8/1/2021 | 0% | \$15.91 \$15.91 | 54 127 | \$2,289 \$5,384 | \$254 | \$240 | \$2,543 \$5,624 | \$158 \$349 | \$37 \$82 | \$195 \$430 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$27 \$59 | \$27 \$61.13 | |
| Custodian-Night (WLCP) Pos# 81 | 8.00 1.00 | | 1/19/2021 | 0% | \$15.91 \$15.91 | 89 173 | \$11,330 \$25,144 | \$254 | \$3,120 | \$11,584 \$25,144 | \$702 \$1,559 | \$164 \$365 | \$87 \$1,924 | \$380 \$395 | \$1,901 \$2,768 | \$0 \$0 | \$119 \$264 | \$14,217 \$30,100 | |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| 22000/0000 | Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustor | Subs for Stk Cts | Total Comp | FICA 0.062 | Medi 0.0145 | Total Rate | Medical Mo. Premium Annual Cost | 4.00% No Cal Match | 4% Match | Pub.Sch WIC 0.0105 | Higher Ed WIC 0.0088 | Total |
|------------|--|----------------------------------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------|-----------------------------|---------------------|------------|---------------|----------------|---------------|------------------------------------|-----------------------|-------------|--------------------------|----------------------------|----------|
| 22000/0000 | Custodian-Day (W/LCP) | 8.00 | | 8/14/2017 | 0% | \$17.39 | 262 | \$53,355 | \$0 | \$3,120 | \$56,475 | \$2,261 | \$529 | \$57,706 | \$4,669 | \$4,669 | \$0 | \$383 | \$0 | \$44,317 |
| 22000/0000 | Luisa Morales Pos# 137 | 1.00 | | | | \$17.39 | 173 | \$12,381 | \$0 | \$3,120 | \$13,501 | \$768 | \$180 | \$14,269 | \$2,265 | \$0 | \$0 | \$130 | \$0 | \$15,723 |
| 22000/0000 | Chaunte McIntosh Pos# 84 | 8.00 | | 8/1/2020 | 0% | \$15.91 | 59 | \$7,400 | \$382 | \$720 | \$8,182 | \$482 | \$113 | \$8,564 | \$752 | \$1,880 | \$0 | \$82 | \$0 | \$10,339 |
| 21000/6500 | Instructional Aide- SPED (W/LCP) (supports K-5-SPED scholars) | (3.50) 0.50 | | | | \$17.03 | 142 | \$17,409 | \$382 | \$720 | \$18,109 | \$1,124 | \$263 | \$18,372 | \$782 | \$2,738 | \$0 | \$190 | \$0 | \$22,444 |
| 21000/6500 | Jackson, Dennis Pos# 86 | 8.00 | | 10/17/2019 | 0% | \$18.45 | 59 | \$8,577 | \$443 | \$720 | \$9,300 | \$559 | \$131 | \$9,431 | \$752 | \$1,880 | \$0 | \$95 | \$0 | \$11,685 |
| 21000/3010 | Instructional Aide- RTI (W/LCP)(Title I) | (3.50) 0.50 | | | | \$26.76 | 201 | \$26,766 | \$443 | \$720 | \$27,509 | \$1,855 | \$434 | \$28,343 | \$782 | \$2,738 | \$0 | \$219 | \$0 | \$32,445 |
| 21000/3010 | Fields, Raven Pos# 139 | 3.00 | | 1/11/2021 | 0% | \$15.91 | 56 | \$2,673 | \$382 | \$360 | \$3,055 | \$189 | \$44 | \$3,144 | \$0 | \$0 | \$0 | \$32 | \$0 | \$3,321 |
| 21000/6512 | Instructional Aide- Mental Health (1 FTE) (supports JT @ W/LCP) | 8.00 (3.50) (3.50) 0.50 | | 10/26/2020 | 0% | \$15.91 | 195 | \$6,536 | \$382 | \$360 | \$7,204 | \$434 | \$101 | \$7,635 | \$0 | \$0 | \$0 | \$73 | \$0 | \$7,805 |
| 21000/3310 | Instructional Aide- SPED (IDEA) (supports GW-2nd grade) | 8.00 (3.50) 0.50 | | 1/26/2018 | 0% | \$18.82 | 59 | \$7,400 | \$452 | \$720 | \$8,182 | \$482 | \$113 | \$8,564 | \$752 | \$1,880 | \$0 | \$82 | \$0 | \$10,339 |
| 21000/6500 | Instructional Aide- Special Ed (W/LCP) (supports K-5-SPED scholars) | 5.50 (1.00) 0.00 | | 9/14/2015 | 0% | \$18.82 | 56 | \$5,759 | \$452 | \$360 | \$6,211 | \$385 | \$90 | \$6,596 | \$0 | \$0 | \$0 | \$65 | \$0 | \$6,751 |
| 21000/0000 | Reading Aide (W/LCP) | 8.00 (3.50) 0.50 | | 8/1/2020 | 0% | \$15.91 | 59 | \$7,400 | \$382 | \$720 | \$8,182 | \$482 | \$113 | \$8,564 | \$752 | \$1,880 | \$0 | \$82 | \$0 | \$10,339 |
| 21000/0000 | Yoga Instructor | 4.20 | | 8/26/2019 | 0% | \$34.97 | 57 | \$8,371 | \$519 | \$121 | \$9,011 | \$184 | \$277 | \$9,288 | \$0 | \$0 | \$0 | \$88 | \$0 | \$9,099 |
| 21000/0000 | Yoga Lead Teacher | 0.20 0.00 | | 8/21/2019 | 0% | \$43.71 | 26 | \$2,918 | \$472 | \$218 | \$3,390 | \$19 | \$4 | \$3,404 | \$0 | \$0 | \$0 | \$3 | \$0 | \$3,407 |
| 21000/0000 | Behavior Technician (W/LCP) | 8.00 | | 1/6/2020 | 0% | \$16.39 | 57 | \$7,474 | \$393 | \$360 | \$8,227 | \$488 | \$114 | \$8,341 | \$602 | \$1,880 | \$0 | \$83 | \$0 | \$10,432 |
| 2900 | Behavior Technician (W/LCP) | 0.50 | | 10/17/2016 | 0% | \$17.91 | 57 | \$6,657 | \$430 | \$675 | \$7,332 | \$501 | \$117 | \$7,449 | \$0 | \$0 | \$0 | \$85 | \$0 | \$8,790 |
| 2900 | Behavior Technician (W/LCP) | 7.50 | | 7/20/2015 | 0% | \$5.430 | 3 | \$16,280 | \$1,010 | \$236 | \$17,526 | \$1,246 | \$479 | \$18,251 | \$2,383 | \$0 | \$0 | \$171 | \$0 | \$20,100 |
| 11000/1400 | 2 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5.300 | 3 | \$15,991 | \$968 | \$0 | \$16,959 | \$263 | \$232 | \$17,191 | \$2,383 | \$0 | \$0 | \$164 | \$0 | \$20,727 |
| 11000/1400 | 3 2nd Grade - ELA/SS | 1.00 | | 7/29/2015 | 0% | \$5.430 | 3 | \$16,280 | \$1,010 | \$236 | \$17,526 | \$1,246 | \$479 | \$18,251 | \$2,383 | \$0 | \$0 | \$171 | \$0 | \$20,100 |
| 11000/1400 | 4 3rd Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5.300 | 3 | \$15,991 | \$968 | \$0 | \$16,959 | \$263 | \$232 | \$17,191 | \$2,383 | \$0 | \$0 | \$164 | \$0 | \$20,727 |
| 11000/1400 | 5 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5.300 | 3 | \$15,991 | \$968 | \$0 | \$16,959 | \$263 | \$232 | \$17,191 | \$2,383 | \$0 | \$0 | \$164 | \$0 | \$20,727 |
| 11000/1400 | 6 4th & 5th Grade - Math/Science | 1.00 | | 7/9/20/2015 | 0% | \$6.204 | 3 | \$18,612 | \$1,154 | \$270 | \$19,766 | \$270 | \$463 | \$20,229 | \$2,265 | \$0 | \$0 | \$195 | \$0 | \$22,496 |
| 11000/1400 | 7 1st Grade | 1.00 | | 8/1/2021 | 0% | \$5.081 | 3 | \$15,243 | \$945 | \$0 | \$16,188 | \$261 | \$166 | \$16,454 | \$2,265 | \$0 | \$0 | \$171 | \$0 | \$19,744 |
| 11000/1400 | 8 Kindergarten | 1.00 | | 8/6/2019 | 75% | \$5.203 | 3 | \$15,609 | \$968 | \$0 | \$16,577 | \$263 | \$232 | \$16,810 | \$2,383 | \$0 | \$0 | \$164 | \$0 | \$20,727 |
| 11000/1400 | 9 Kindergarten | 1.00 | | 8/1/2020 | 0% | \$5.203 | 3 | \$15,609 | \$968 | \$0 | \$16,577 | \$263 | \$232 | \$16,810 | \$2,383 | \$0 | \$0 | \$164 | \$0 | \$20,727 |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Sick Days | Total Comp | FICA 0.0765 | Medi 0.0145 | Total Tra | Medical Mo. Premium | 4.00% No Cal Annual Cost | 403b Match | 4% W/C | Pub-Sch 0.0105 | Higher Ed 0.0088 | Total 0.0208 | |
|---|-------|----------|-----------------|-----------------------------|---------------|-------------------|--------------------|---------------------------|--------------------|-----------------|-------------|-----------------|------------------|---------------------|--------------------------|------------|-----------------|----------------|------------------|--------------|--------------------|
| 1100 | | | | | \$6,203 | | \$6,203 | \$4,124 | \$0 | \$4,124 | \$258 | \$604 | \$3,184 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100/1400 | 1.00 | | 8/16/2012 | 100% | \$6,330 | 3 | \$15,991 | \$0 | \$0 | \$15,991 | \$232 | \$232 | \$1,223 | \$1,426 | \$7,129 | \$640 | \$168 | \$0 | \$0 | \$0 | \$0 |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,747 | 3 | \$17,242 | \$0 | \$0 | \$17,242 | \$250 | \$250 | \$1,319 | \$752 | \$5,780 | \$0 | \$181 | \$0 | \$0 | \$0 | \$0 |
| 12 2nd Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,149 | 3 | \$15,447 | \$0 | \$0 | \$15,447 | \$224 | \$224 | \$1,182 | \$906 | \$4,528 | \$0 | \$162 | \$0 | \$0 | \$0 | \$0 |
| 13 PE Teacher (WLCP) | 1.00 | | 8/1/2019 | 0% | \$5,317 | 3 | \$15,951 | \$0 | \$0 | \$15,951 | \$231 | \$231 | \$1,220 | \$948 | \$4,558 | \$0 | \$167 | \$0 | \$0 | \$0 | \$0 |
| Education Specialist (WLCP) | 1.00 | | 8/1/2019 | 0% | \$5,244 | 3 | \$15,731 | \$0 | \$0 | \$15,731 | \$231 | \$231 | \$1,203 | \$948 | \$4,474 | \$0 | \$164 | \$0 | \$0 | \$0 | \$0 |
| Performing Arts Teacher (split funded) | 6.00 | | 9/30/2019 | 0% | \$44,56 | 66 | \$11,751 | \$0 | \$0 | \$11,751 | \$729 | \$729 | \$3,899 | \$0 | \$0 | \$0 | \$123 | \$0 | \$0 | \$0 | \$0 |
| Parent Academy Presenters | 1.00 | | | | \$75.00 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Academies | 1.00 | | | | \$15.90 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$7 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Workshops | 1.00 | | | | \$15.90 | 1 | \$119 | \$0 | \$0 | \$119 | \$7 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday Instructors | 4.00 | | | | \$100.00 | 8 | \$3,200 | \$0 | \$0 | \$3,200 | \$198 | \$46 | \$245 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Substitute Teachers (12 sick/2 flex/1 misc) (no subs for Principal/Ed. Spec/Intervention) | 13.00 | | | | \$200 | 15 | \$39,000 | \$0 | \$0 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Subtotal Site Salaries for WLCP | | | | | | | \$1,436,891 | | | \$90,157 | | \$21,085 | \$111,242 | | \$210,187 | | \$12,418 | | \$15,268 | \$0 | \$1,803,298 |
| Principal - Middle School | 1.00 | | | | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Assistant Principal - Middle School | 1.00 | | | | \$6,365 | 4 | \$25,462 | \$0 | \$0 | \$25,462 | \$1,579 | \$369 | \$1,948 | \$1,479 | \$7,397 | \$1,018 | \$267 | \$0 | \$0 | \$0 | \$0 |
| Lead Science Teacher Stipend | 1.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| PE Department Chair | 1.00 | | | | \$5,000 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Office Manager (split funded) | 8.00 | | | | \$28.70 | 89 | \$6,826 | \$0 | \$0 | \$6,826 | \$423 | \$99 | \$522 | \$1,120 | \$1,870 | \$273 | \$72 | \$9,663 | \$0 | \$0 | \$0 |
| School Secretary - EWCP | 8.00 | | | | \$18.76 | 89 | \$13,359 | \$0 | \$0 | \$13,359 | \$828 | \$194 | \$1,022 | \$860 | \$4,289 | \$0 | \$140 | \$18,620 | \$0 | \$0 | \$0 |
| Parent Liaison (split funded) | 0.00 | | | | \$0.00 | 89 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Food Services Coordinator (split funded) | 6.00 | | | | \$18.44 | 60 | \$2,218 | \$148 | \$34 | \$2,366 | \$147 | \$34 | \$181 | \$1,028 | \$859 | \$95 | \$25 | \$3,525 | \$0 | \$0 | \$0 |
| Supper Coordinator (split funded) | 2.00 | | | | \$18.44 | 47 | \$579 | \$0 | \$0 | \$579 | \$36 | \$8 | \$44 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Food Service Coordinator Aide (split funded) | 4.00 | | | | \$15.91 | 54 | \$1,148 | \$128 | \$18 | \$1,276 | \$118 | \$18 | \$98 | \$0 | \$0 | \$0 | \$0 | \$1,387 | \$0 | \$0 | \$0 |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Rate | % of Year Eligible for 403b | Gross Monthly Salary | Months/ Hours Paid | Subs for Six Days | Symposium Other Adjuster | Total Comp | FICA 0.075 | Medi 0.0145 | Total Rate | Medical Mo. 1000 | 4.00% No Cal Annual Cost | 403b Match | 4% Match | Pub.Sch W/C | Higher Ed W/C | Total | | |
|---|------------------------|----------|---------------|-----------------------------------|----------------------------|-----------------------|----------------------|-----------------------------|----------------------|--------------------|----------------|--------------------|---------------------|-----------------------------|---------------|-------------|----------------|------------------|----------------------|----------------------|---------------------|
| Custodian-Day (EWCP) | 8.00 1.00 | | 8/24/2020 | 0% | \$15.91 \$15.91 | 69 173 | \$3,120 \$3,120 | \$0 | \$11,330 \$26,144 | \$702 \$1,559 | \$164 \$365 | \$1,867 \$1,924 | \$1,080 \$1,123 | \$5,398 \$7,859 | \$0 | \$0 | \$0 | \$0 | \$119 \$264 | \$17,714 \$35,191 | |
| Custodian-Bridge (EWCP) | 4.00 0.00 | | 9/16/2020 | 0% | \$15.91 \$15.91 | 89 173 | \$480 | \$191 | \$9,866 \$11,012 | \$363 \$713 | \$85 \$167 | \$448 \$879 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$121 \$182 | \$6,366 \$12,492 |
| Custodian-Day (EWCP) | 0.00 0.00 | | | 0% | \$15.00 \$15.00 | 262 262 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$700 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Instructional Aide- SPED (EWCP) (supports multiple students with SAI minutes) | 8.00 (3.50) 0.50 | | 9/1/2015 | 0% | \$16.88 \$16.88 | 59 201 | \$720 | \$405 | \$9,256 \$18,170 | \$512 \$1,190 | \$120 \$278 | \$632 \$1,468 | \$463 | \$1,158 | \$0 | \$0 | \$0 | \$0 | \$87 | \$10,132 \$22,545 | |
| Behavior Technician- All Day (EWCP) | 8.00 0.50 | | 10/3/2016 | 0% | \$17.91 \$17.91 | 57 130 | \$430 | \$430 | \$8,597 \$19,346 | \$533 \$1,199 | \$125 \$281 | \$658 \$1,480 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$90 | \$9,945 \$21,029 | |
| Behavior Technician- All Day (EWCP) | 0.00 0.50 | | | 0% | \$15.91 \$15.91 | 57 130 | \$0 | \$382 | \$382 | \$24 | \$6 | \$29 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$4 | \$415 | |
| Behavior Technician (EWCP) | 8.00 0.50 | | 8/17/2016 | 0% | \$16.39 \$16.39 | 57 130 | \$393 | \$393 | \$7,868 \$17,407 | \$488 \$1,079 | \$114 \$252 | \$602 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$83 | \$8,552 \$18,921 | |
| 1 7th Grade - ELA/SS | 1.00 | | 8/1/2019 | 0% | \$5,917 \$5,917 | 3 11 | \$0 | \$0 | \$15,951 \$58,466 | \$989 \$3,626 | \$291 \$648 | \$3,120 \$4,474 | \$844 | \$4,218 | \$0 | \$0 | \$0 | \$0 | \$167 | \$9,155 \$73,933 | |
| 2 6th Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,303 \$5,303 | 3 11 | \$0 | \$0 | \$15,910 \$58,338 | \$986 \$3,617 | \$231 | \$1,217 | \$752 | \$3,760 | \$0 | \$0 | \$0 | \$0 | \$167 | \$21,055 \$72,648 | |
| 3 8th Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,149 \$5,149 | 3 11 | \$0 | \$0 | \$15,447 \$51,191 | \$958 \$3,512 | \$224 | \$1,182 | \$752 | \$3,760 | \$0 | \$0 | \$0 | \$0 | \$162 | \$20,551 \$70,902 | |
| 4 7th & 8th Grade - Math | 1.00 | | 8/1/2020 | 0 | \$6,797 \$6,797 | 8 11 | \$0 | \$0 | \$20,391 \$74,766 | \$1,264 \$4,635 | \$296 | \$1,560 | \$752 | \$3,760 | \$0 | \$0 | \$0 | \$0 | \$214 | \$25,925 \$90,506 | |
| 5 7th & 8th Grade - Science | 1.00 | | 8/1/2020 | 0% | \$6,581 \$6,581 | 3 11 | \$0 | \$0 | \$19,742 \$72,386 | \$1,224 \$4,488 | \$286 | \$1,510 | \$752 | \$3,760 | \$0 | \$0 | \$0 | \$0 | \$207 | \$25,220 \$87,920 | |
| 6 6th Grade - Math/Science | 1.00 | | 7/25/2016 | 100% | \$5,244 \$5,244 | 3 11 | \$0 | \$0 | \$15,731 \$51,679 | \$975 \$3,576 | \$228 | \$1,203 | \$2,207 | \$11,035 | \$629 | \$0 | \$0 | \$165 | \$28,764 \$93,343 | | |
| Middle School Teacher-Music | | | 9/1/2017 | 0% | \$0 \$0 | 3 8 | \$0 | \$0 | \$0 \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 7 Middle School Teacher-Elective (Leadership) | 0.25 | | 8/1/2020 | 0% | \$5,390 \$5,390 | 3 8 | \$0 | \$0 | \$4,043 \$10,780 | \$251 \$668 | \$59 | \$309 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42 | \$4,394 \$11,718 | |
| 8 PE Teacher (EWCP) | 1.00 | | 8/1/2020 | 100% | \$5,317 \$5,317 | 3 11 | \$0 | \$0 | \$15,951 \$52,338 | \$989 \$3,626 | \$231 | \$1,220 | \$752 | \$3,760 | \$658 | \$0 | \$0 | \$167 | \$21,737 \$53,413 | | |
| Education Specialist (EWCP) | 0.50 | | 8/1/2019 | 0% | \$5,540 \$5,540 | 3 11 | \$0 | \$0 | \$8,310 \$22,161 | \$515 \$1,374 | \$120 | \$636 | \$1,405 | \$3,513 | \$87 | \$0 | \$0 | \$0 | \$233 | \$12,547 \$29,204 | |
| 1100/6500 | | | 9/30/2019 | 0% | \$44.56 \$44.56 | 66 147 | \$0 | \$0 | \$5,893 \$13,126 | \$385 \$1,004 | \$85 | \$451 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$62 | \$6,406 \$14,268 | |
| Parent Academy Presenters | 33.40% | | | | \$75.00 \$75.00 | 0 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Child Care for Parent Academies Child Care for Parent Workshops | 1.00 | | 1.0 1 | | \$15.90 \$15.90 | 7.5 0 | \$0 | \$0 | \$119 \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1 | \$130 | |
| Saturday Instructors | 6.00 | | Per Sat | | \$100.00 \$100.00 | 12 12 | \$0 | \$0 | \$7,200 \$7,200 | \$446 | \$104 | \$551 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$76 | \$7,626 \$7,626 | |
| Substitute Teachers (12 sick/2 fteater/1 misc) (no subs for Principal/Eat Spec/Intervention) | 7.25 | | Daily rate | | \$200 \$200 | 0 15 | \$0 | \$0 | \$21,750 \$21,750 | \$1,349 | \$315 | \$1,664 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$28 | \$23,642 | |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjuster | Subs for Six Days | Total Comp | FICA 0.075 | Medi 0.0145 | Total Rate | Medical Mo. Premium Annual Cost | 4.00% No Cal | 403b Match | Pub.Sch W/C 0.0105 | Higher Ed W/C 0.0088 | Total |
|--|------------------------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------|-----------------------------|----------------------|------------|---------------|----------------|---------------|------------------------------------|--------------|---------------|--------------------------|----------------------------|----------|
| 1300 | | | | | \$21,750 | | \$315 | | | \$1,664 | | | | | | | | | \$23,942 |
| Subtotal Site Salaries for EWCP | | | | | | | | | | | | | | | | | | | |
| Alan Rowe College Prep | | | | | | | | | | | | | | | | | | | |
| Principal | 1.00 | | 7/1/2018 | 100% | \$7,503 | 4 | \$30,014 | | | \$50,014 | \$1,981 | \$435 | \$2,266 | \$2,357 | \$11,784 | \$800 | \$315 | \$45,209 | |
| | | | | | \$7,503 | 12 | \$30,027 | | | \$36,027 | \$1,732 | \$870 | \$4,592 | \$4,461 | \$17,097 | \$1,600 | \$390 | \$20,000 | |
| 1300 | | | | | \$0 | | \$0 | | | \$0 | | \$1,306 | \$0 | \$0 | \$26,941 | \$2,400 | \$945 | \$0 | \$12,926 |
| Co-Principal | 1.00 | | | 0% | \$0 | 4 | \$0 | | | \$0 | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$0 | 12 | \$0 | | | \$0 | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Science Lead Teacher Stipend | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | \$1,650 | 0 | \$1,650 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$1,650 | 0 | \$1,650 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Math Lead Teacher Stipend | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | \$1,650 | 0 | \$1,650 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$1,650 | 0 | \$1,650 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Teacher Stipend | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | \$1,650 | 0 | \$1,650 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$1,650 | 0 | \$1,650 | | | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday School Coordinator | 0.00 | | | | \$0 | 0 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300/2010 | | | | | \$0 | 0 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Office Manager | 8.00 | | 7/19/2016 | 0% | \$24.83 | 173 | \$17,675 | | | \$17,675 | \$1,096 | \$256 | \$1,352 | \$981 | \$4,904 | \$0 | \$186 | \$24,118 | |
| | | | | | \$24.83 | 89 | \$54,358 | | | \$54,358 | \$2,130 | \$498 | \$2,628 | \$7,141 | \$0 | \$361 | \$0 | \$44,488 | |
| 2400 | | | | | \$24.83 | 262 | \$52,033 | | | \$52,033 | \$3,226 | \$754 | \$3,981 | \$12,045 | \$0 | \$546 | \$0 | \$68,605 | |
| School Secretary | 8.00 | | 7/18/2016 | 0% | \$18.76 | 89 | \$13,359 | | | \$13,359 | \$828 | \$194 | \$1,022 | \$2,193 | \$10,965 | \$0 | \$140 | \$25,486 | |
| | | | | | \$18.76 | 173 | \$35,967 | | | \$35,967 | \$1,610 | \$377 | \$1,986 | \$2,281 | \$15,965 | \$0 | \$273 | \$44,192 | |
| 2400 | | | | | \$18.76 | 262 | \$39,326 | | | \$39,326 | \$2,438 | \$570 | \$3,008 | \$26,931 | \$0 | \$413 | \$0 | \$69,676 | |
| Parent Liason | 5.00 | | 9/9/2013 | 0% | \$24.36 | 89 | \$11,059 | | | \$11,059 | \$696 | \$160 | \$846 | \$0 | \$0 | \$0 | \$16 | \$12,020 | |
| | | | | | \$24.36 | 173 | \$21,669 | | | \$21,669 | \$1,306 | \$305 | \$1,612 | \$0 | \$0 | \$0 | \$221 | \$22,902 | |
| 2900 | | | | | \$24.36 | 262 | \$31,008 | | | \$31,008 | \$2,199 | \$466 | \$2,466 | \$0 | \$0 | \$0 | \$337 | \$34,472 | |
| Food Services Coordinator | 6.00 | | 4/24/2017 | 0% | \$16.88 | 60 | \$6,078 | | | \$6,078 | \$402 | \$84 | \$486 | \$0 | \$0 | \$0 | \$68 | \$7,047 | |
| | | | | | \$16.88 | 143 | \$14,455 | | | \$14,455 | \$932 | \$218 | \$1,149 | \$0 | \$0 | \$0 | \$158 | \$16,332 | |
| 2200/0310 | | | | | \$16.88 | 203 | \$20,663 | | | \$20,663 | \$1,334 | \$312 | \$1,645 | \$0 | \$0 | \$0 | \$226 | \$23,379 | |
| Supper Coordinator | 2.00 | | 4/24/2017 | 0% | \$16.88 | 47 | \$1,387 | | | \$1,387 | \$98 | \$23 | \$121 | \$0 | \$0 | \$0 | \$17 | \$1,725 | |
| | | | | | \$16.88 | 102 | \$3,444 | | | \$3,444 | \$225 | \$53 | \$277 | \$0 | \$0 | \$0 | \$36 | \$3,939 | |
| 2200/0320 | | | | | \$16.88 | 149 | \$3,031 | | | \$3,031 | \$253 | \$76 | \$329 | \$0 | \$0 | \$0 | \$55 | \$3,604 | |
| Food Service Coordinator Aide | 2.50 | | 8/1/2021 | 0% | \$16.88 | 54 | \$2,279 | | | \$2,279 | \$166 | \$39 | \$205 | \$0 | \$0 | \$0 | \$28 | \$2,918 | |
| | | | | | \$16.88 | 127 | \$5,360 | | | \$5,360 | \$355 | \$83 | \$438 | \$0 | \$0 | \$0 | \$60 | \$6,218 | |
| 2200/0310 | | | | | \$16.88 | 181 | \$7,639 | | | \$7,639 | \$521 | \$122 | \$643 | \$0 | \$0 | \$0 | \$88 | \$9,136 | |
| Custodian - Day | 8.00 | | 9/9/2015 | 0% | \$18.45 | 89 | \$13,135 | | | \$13,135 | \$814 | \$190 | \$1,005 | \$0 | \$0 | \$0 | \$138 | \$14,278 | |
| | | | | | \$18.45 | 173 | \$25,532 | | | \$25,532 | \$1,776 | \$415 | \$2,192 | \$0 | \$0 | \$0 | \$301 | \$31,145 | |
| 2200/0000 | | | | | \$18.45 | 262 | \$38,667 | | | \$38,667 | \$2,591 | \$606 | \$3,197 | \$0 | \$0 | \$0 | \$438 | \$45,423 | |
| Custodian - Night | 8.00 | | 7/1/2017 | 0% | \$17.39 | 89 | \$12,381 | | | \$12,381 | \$768 | \$180 | \$947 | \$892 | \$4,409 | \$0 | \$130 | \$17,668 | |
| | | | | | \$17.39 | 173 | \$24,067 | | | \$24,067 | \$1,686 | \$394 | \$2,080 | \$917 | \$6,420 | \$0 | \$285 | \$35,972 | |
| 2200/0000 | | | | | \$17.39 | 262 | \$36,448 | | | \$36,448 | \$2,453 | \$574 | \$3,027 | \$1,029 | \$0 | \$0 | \$415 | \$53,939 | |
| Custodian - Bridge | 4.00 | | 10/21/2020 | 0% | \$15.91 | 89 | \$5,665 | | | \$5,665 | \$363 | \$85 | \$448 | \$0 | \$0 | \$0 | \$61 | \$6,366 | |
| | | | | | \$15.91 | 173 | \$11,492 | | | \$11,492 | \$713 | \$167 | \$879 | \$0 | \$0 | \$0 | \$121 | \$12,492 | |
| 2200/0000 | | | | | \$15.91 | 262 | \$16,677 | | | \$16,677 | \$1,076 | \$252 | \$1,327 | \$0 | \$0 | \$0 | \$182 | \$18,658 | |
| Instructional Aide - Mental Health (supporting Jaeha W) | 8.00 (3.50) 0.50 | | 10/27/2016 | 0% | \$17.91 | 59 | \$8,228 | | | \$8,228 | \$543 | \$127 | \$670 | \$0 | \$0 | \$0 | \$92 | \$9,520 | |
| | | | | | \$17.91 | 102 | \$19,933 | | | \$19,933 | \$1,238 | \$285 | \$1,524 | \$0 | \$0 | \$0 | \$179 | \$22,101 | |
| 2100/0512 | | | | | \$17.91 | 201 | \$37,921 | | | \$37,921 | \$1,862 | \$422 | \$2,284 | \$0 | \$0 | \$0 | \$365 | \$51,060 | |
| Instructional Aide - Mental Health (supporting Jaeha W) | 8.00 (3.50) 0.50 | | 9/1/2015 | 0% | \$18.45 | 59 | \$8,578 | | | \$8,578 | \$559 | \$131 | \$690 | \$0 | \$0 | \$0 | \$95 | \$9,605 | |
| | | | | | \$18.45 | 142 | \$20,901 | | | \$20,901 | \$1,246 | \$303 | \$1,599 | \$0 | \$0 | \$0 | \$219 | \$22,720 | |
| 2100/0512 | | | | | \$18.45 | 201 | \$28,759 | | | \$28,759 | \$1,855 | \$434 | \$2,289 | \$0 | \$0 | \$0 | \$314 | \$32,525 | |
| Instructional Aide - Mental Health (supporting multiple students 3rd grade) | 7.80 (3.50) 0.50 | | 10/15/2020 | 0% | \$15.91 | 59 | \$7,024 | | | \$7,024 | \$469 | \$107 | \$567 | \$0 | \$0 | \$0 | \$78 | \$8,050 | |
| | | | | | \$15.91 | 142 | \$17,189 | | | \$17,189 | \$1,066 | \$249 | \$1,315 | \$0 | \$0 | \$0 | \$180 | \$18,685 | |
| 2100/0512 | | | | | \$15.91 | 201 | \$24,530 | | | \$24,530 | \$1,525 | \$357 | \$1,882 | \$0 | \$0 | \$0 | \$258 | \$26,735 | |
| Instructional Aide - Mental Health (supporting Multiple including Z Gates) | 7.80 (3.50) 0.50 | | 12/16/2020 | 0% | \$15.91 | 59 | \$7,024 | | | \$7,024 | \$459 | \$107 | \$567 | \$752 | \$1,860 | \$0 | \$78 | \$9,031 | |
| | | | | | \$15.91 | 128 | \$14,812 | | | \$14,812 | \$961 | \$225 | \$1,185 | \$782 | \$2,738 | \$0 | \$63 | \$19,582 | |
| 2100/0512 | | | | | \$15.91 | 187 | \$22,937 | | | \$22,937 | \$1,420 | \$332 | \$1,752 | \$461 | \$4,618 | \$0 | \$40 | \$29,513 | |
| Instructional Aide - Mental Health (supporting multiple students 5th grade) | 7.80 (3.50) 0.50 | | 11/12/2019 | 0% | \$16.39 | 89 | \$7,235 | | | \$7,235 | \$473 | \$111 | \$584 | \$441 | \$1,101 | \$0 | \$80 | \$9,393 | |
| | | | | | \$16.39 | 128 | \$15,527 | | | \$15,527 | \$989 | \$231 | \$1,219 | \$468 | \$1,604 | \$0 | \$167 | \$18,931 | |
| 2100/0512 | | | | | \$16.39 | 187 | \$22,492 | | | \$22,492 | \$1,461 | \$342 | \$1,803 | \$275 | \$2,705 | \$0 | \$247 | \$28,235 | |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly | Months/Hours Paid | Salary | Symposium Other Adj | Subs for Sick Days | Total Comp | FICA 0.062 | Medi 0.0145 | Total Rate | Medical Mo. Premium | 4.00% No Cal | 4% Match | Pub-Sch 403b | Higher Ed WIC | Total 0.0088 |
|------------------------------------|--------|----------|-----------------|-----------------------------|---------------|-------------------|----------|---------------------|--------------------|------------|------------|-------------|------------|---------------------|--------------|----------|--------------|---------------|--------------|
| Instructional Aide - RTI (Title I) | (1.00) | | | 0% | \$15.91 | 66 | \$4,470 | \$326 | \$76 | \$402 | \$326 | \$76 | \$402 | \$0 | \$0 | \$0 | \$0 | \$0 | \$13,408 |
| Reading Aide | (0.50) | | | 0% | \$15.91 | 56 | \$4,440 | \$382 | \$90 | \$1,756 | \$326 | \$76 | \$402 | \$0 | \$0 | \$0 | \$0 | \$0 | \$13,408 |
| Yoga Lead Teacher | 0.20 | | 8/21/2019 | 0% | \$43.71 | 11 | \$95 | \$0 | \$219 | \$95 | \$0 | \$0 | \$95 | \$0 | \$0 | \$0 | \$0 | \$0 | \$33 |
| Behavior Technician | 0.00 | | | 0% | \$43.71 | 25 | \$95 | \$472 | \$219 | \$1,005 | \$95 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,166 |
| Behavior Technician | 5.50 | | | 0% | \$15.91 | 54 | \$4,726 | \$382 | \$360 | \$5,419 | \$336 | \$79 | \$415 | \$0 | \$0 | \$0 | \$0 | \$0 | \$5,891 |
| Behavior Technician | 0.00 | | 11/10/2020 | 0% | \$15.91 | 127 | \$11,116 | \$382 | \$360 | \$12,153 | \$753 | \$176 | \$930 | \$0 | \$0 | \$0 | \$0 | \$0 | \$13,210 |
| Behavior Technician | 7.50 | | 7/1/2016 | 0% | \$18.44 | 57 | \$7,895 | \$443 | \$675 | \$8,327 | \$516 | \$121 | \$637 | \$458 | \$1,145 | \$0 | \$0 | \$0 | \$10,197 |
| 1 3rd Grade - ELASS | 1.00 | | 8/1/2020 | 0% | \$5,149 | 3 | \$15,447 | \$0 | \$0 | \$15,447 | \$958 | \$224 | \$1,182 | \$762 | \$3,760 | \$0 | \$0 | \$0 | \$20,551 |
| 2 Kindergarten | 1.00 | | 8/1/2019 | 0% | \$5,344 | 11 | \$56,638 | \$0 | \$0 | \$56,638 | \$3,512 | \$821 | \$4,333 | \$9,236 | \$5,475 | \$0 | \$0 | \$0 | \$70,802 |
| 3 3rd Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,317 | 3 | \$15,951 | \$0 | \$0 | \$15,951 | \$989 | \$231 | \$1,220 | \$752 | \$3,760 | \$0 | \$0 | \$0 | \$21,099 |
| 4 4th Grade - Self contained | 1.00 | | 8/1/2020 | 0% | \$5,189 | 3 | \$20,446 | \$0 | \$0 | \$20,446 | \$2,368 | \$296 | \$1,564 | \$2,479 | \$12,386 | \$818 | \$215 | \$0 | \$35,438 |
| 5 Kindergarten | 1.00 | | 8/1/2020 | 0% | \$5,203 | 8 | \$41,609 | \$0 | \$0 | \$41,609 | \$2,581 | \$604 | \$3,184 | \$782 | \$5,475 | \$0 | \$0 | \$0 | \$51,711 |
| 6 Kindergarten | 1.00 | | 8/3/2016 | 100% | \$6,815 | 3 | \$20,446 | \$0 | \$0 | \$20,446 | \$2,368 | \$296 | \$1,564 | \$2,479 | \$12,386 | \$818 | \$215 | \$0 | \$35,438 |
| 7 5th Grade - ELASS | 1.00 | | 10/21/2016 | 0% | \$5,162 | 11 | \$57,232 | \$0 | \$0 | \$57,232 | \$3,548 | \$830 | \$4,378 | \$9,236 | \$5,475 | \$0 | \$0 | \$0 | \$70,802 |
| 8 1st Grade | 1.00 | | 8/1/2019 | 0% | \$5,317 | 3 | \$15,951 | \$0 | \$0 | \$15,951 | \$989 | \$231 | \$1,220 | \$752 | \$3,760 | \$0 | \$0 | \$0 | \$21,099 |
| 9 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5,189 | 3 | \$20,446 | \$0 | \$0 | \$20,446 | \$2,368 | \$296 | \$1,564 | \$2,479 | \$12,386 | \$818 | \$215 | \$0 | \$35,438 |
| 10 2nd Grade - Math/Science | 1.00 | | 8/13/2018 | 0% | \$5,244 | 3 | \$15,731 | \$0 | \$0 | \$15,731 | \$975 | \$228 | \$1,203 | \$917 | \$4,583 | \$0 | \$0 | \$0 | \$19,426 |
| 11 5th Grade - Math/Science | 1.00 | | 8/1/2014 | 100% | \$7,373 | 3 | \$22,119 | \$1,371 | \$0 | \$23,490 | \$3,657 | \$855 | \$4,512 | \$2,072 | \$14,503 | \$2,359 | \$619 | \$0 | \$30,979 |
| K-5 Teacher | 0.00 | | | 0% | \$5,253 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$762 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 12 2nd Grade - ELASS | 1.00 | | 8/3/2016 | 100% | \$7,020 | 3 | \$21,060 | \$1,306 | \$0 | \$22,366 | \$3,005 | \$714 | \$3,719 | \$2,072 | \$14,503 | \$2,359 | \$619 | \$0 | \$30,979 |
| Leadership Teacher | 0.00 | | | 0% | \$5,390 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$762 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 13 PE Teacher | 1.00 | | 8/1/2019 | 0% | \$5,317 | 8 | \$42,536 | \$0 | \$0 | \$42,536 | \$2,637 | \$617 | \$3,254 | \$1,216 | \$6,513 | \$0 | \$0 | \$0 | \$54,749 |
| Education Specialist | 1.00 | | 12/1/2020 | 100% | \$4,933 | 3 | \$14,789 | \$918 | \$215 | \$16,722 | \$1,132 | \$132 | \$1,264 | \$124 | \$691 | \$592 | \$155 | \$0 | \$17,297 |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0262 | Medi 0.0145 | Total Rates | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% Match | Pub.Sch W/C 0.0105 0.0109 | Higher Ed W/C 0.0088 0.0088 | Total Costs | |
|--|------|----------|--------------------------|-----------------------------------|--------------------------|-----------------------|--------------------|------------------------------|----------------------|------------------|----------------|----------------|----------------|------------------------|-----------------------------|-----------------|------------------------------------|--------------------------------------|--------------------|----------|
| 13000/3010 | 0.00 | | 7/1/2016 | 0.00% | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Performing Arts Dept. Chair Stipend | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 11000/3010 | 4.00 | | 8/1/2020 | 0.00% | \$32.27 | 66 | \$8,519 | \$528 | \$124 | \$652 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$9,260 |
| Performing Arts Teachers (Title I) Pos# 97 | | | | | \$32.27 | 147 | \$18,975 | \$1,176 | \$275 | \$1,452 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$20,626 |
| Parent Academy Presenters | | | | | \$75.00 | 213 | \$27,494 | \$1,705 | \$399 | \$2,103 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$29,896 |
| 1900 | 0.00 | | | | \$75.00 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Academies Child Care for Parent Workshops | | | | | \$15.90 | 7.5 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| 2900 | 1.00 | | 1 | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Saturday Instructors | | | | | \$100.00 | 8 | \$3,200 | \$198 | \$46 | \$245 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,792 |
| 11000/3010 | 4.00 | | Per Sat | | \$100.00 | 8 | \$3,200 | \$198 | \$46 | \$245 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,792 |
| Substitute Teachers (12 sick/2 flex/1 misc) (no subs for Principal/Ed Specialist) | | | | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1130 | 15 | | Dailyrate | | \$200 | 15 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,983 |
| | 15 | | | | \$39,000 | 15 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,983 |
| Subtotal Site Salaries for ARCP | | | | | | | \$1,512,357 | \$93,766 | \$21,929 | \$115,695 | | | | | \$246,626 | \$13,902 | \$15,880 | \$0 | \$1,906,460 | |
| Hazel Mahone College Prep | | | | | | | | | | | | | | | | | | | | |
| Principal | 1.00 | | 8/1/2021 | 0% | \$7,073 | 4 | \$28,291 | \$1,754 | \$410 | \$2,164 | \$750 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$34,501 |
| Pos# 86 | | | | | \$7,073 | 4 | \$28,291 | \$1,754 | \$410 | \$2,164 | \$750 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$34,501 |
| Dean of Students/Behavior Analyst | 0.00 | | Possible Future Position | | \$0 | 12 | \$44,872 | \$5,262 | \$1,231 | \$6,493 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$51,164 |
| 1300 | 0.00 | | | | \$0 | 12 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Teacher K-2 Stipend | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,794 |
| 1300 | 0.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Teacher 3-5 Stipend | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,794 |
| 1300 | 0.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Science Teacher Stipend | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,794 |
| 1300 | 0.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday School Coordinator | 0.00 | | Possible Future Position | | \$25 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 13000/3010 | 8.00 | | 7/20/2015 | 100% | \$22.08 | 89 | \$15,719 | \$975 | \$228 | \$1,203 | \$1,948 | \$0,738 | \$629 | \$165 | \$27,453 | | | | | \$27,453 |
| Office Manager | 1.00 | | | | \$22.08 | 173 | \$30,555 | \$1,894 | \$443 | \$2,337 | \$2,025 | \$14,178 | \$1,222 | \$321 | \$48,613 | | | | | \$48,613 |
| 2400 | 262 | | | | \$46,274 | 262 | \$46,274 | \$2,869 | \$671 | \$3,540 | \$671 | \$23,916 | \$1,851 | \$486 | \$76,065 | | | | | \$76,065 |
| School Secretary | 8.00 | | 11/12/2019 | 100% | \$17.89 | 89 | \$12,992 | \$791 | \$183 | \$963 | \$454 | \$2,269 | \$504 | \$132 | \$16,480 | | | | | \$16,480 |
| 2400 | 1.00 | | | | \$17.89 | 173 | \$24,476 | \$1,519 | \$355 | \$1,872 | \$472 | \$5,304 | \$979 | \$257 | \$30,989 | | | | | \$30,989 |
| Parent Liason (.625 FTE) | 5.00 | | 11/4/2019 | 0% | \$16.39 | 89 | \$7,294 | \$148 | \$108 | \$569 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,089 |
| 2900 | 0.50 | | | | \$16.39 | 173 | \$14,178 | \$879 | \$206 | \$1,085 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$15,412 |
| Food Services Coordinator | 6.00 | | 8/20/2018 | 100% | \$17.50 | 60 | \$6,302 | \$417 | \$97 | \$514 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$7,176 |
| 2200/5310 | 0.50 | | | | \$17.50 | 143 | \$15,019 | \$965 | \$226 | \$1,190 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$17,535 |
| Supplier Coordinator | 2.00 | | 8/20/2018 | 100% | \$17.50 | 203 | \$22,281 | \$1,381 | \$323 | \$1,704 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$25,111 |
| 2200/5320 | 0.50 | | | | \$17.50 | 47 | \$1,645 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,954 |
| Food Service Coordinator Aide | 3.00 | | 8/1/2021 | 0% | \$15.91 | 54 | \$2,578 | \$382 | \$93 | \$491 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,217 |
| 2200/5310 | 0.00 | | | | \$15.91 | 127 | \$6,063 | \$398 | \$93 | \$491 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,982 |
| Custodian - Day | 8.00 | | 8/12/2105 | 100% | \$16.88 | 89 | \$12,020 | \$745 | \$174 | \$920 | \$454 | \$2,269 | \$481 | \$126 | \$15,816 | | | | | \$15,816 |
| 2200/0000 | 1.00 | | | | \$16.88 | 173 | \$23,386 | \$1,494 | \$358 | \$2,026 | \$472 | \$5,304 | \$1,059 | \$278 | \$33,150 | | | | | \$33,150 |
| Custodian - Night | 8.00 | | 7/9/2020 | 0% | \$16.88 | 89 | \$12,020 | \$745 | \$174 | \$920 | \$798 | \$3,989 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$17,056 |
| 2200/0000 | 1.00 | | | | \$16.88 | 173 | \$23,386 | \$1,494 | \$358 | \$2,026 | \$830 | \$3,989 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$27,781 |
| Custodian - Bridge | 4.00 | | 2/9/2021 | 0% | \$15.91 | 89 | \$5,665 | \$363 | \$85 | \$448 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,366 |
| 2200/0000 | 0.00 | | | | \$15.91 | 173 | \$11,492 | \$713 | \$167 | \$879 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$12,121 |
| | | | | | | 262 | \$16,677 | \$1,076 | \$252 | \$1,327 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$18,695 |

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Salary | Months/Hours Paid | Salary | Symposium Other Adjustments | Subs for Six Days | Total Comp | FICA 0.062 | Medi 0.0145 | Total Medical Mo. Premium Annual Cost | 4.00% No Cal Match | Pub.Sch Higher Ed W/C 0.0105 | W/C 0.0105 | Total Cost | |
|--|------------------------|----------|-----------------|-----------------------------|----------------------|-------------------|----------|-----------------------------|-------------------|------------|------------|-------------|---------------------------------------|--------------------|------------------------------|------------|------------|----------|
| Instructional Aide - Mental Health (supports MW) | 7.70 (3.20) 0.50 | | 1/7/2019 | 0% | \$16.88 | 59 | \$7,562 | \$405 | \$693 | \$7,967 | \$494 | \$116 | \$609 | \$0 | \$0 | \$0 | \$84 | \$8,660 |
| Instructional Aide - SPED (supports LJ) | 7.70 (3.20) 0.50 | | 10/30/2018 | 0% | \$16.39 | 59 | \$7,341 | \$393 | \$693 | \$7,735 | \$480 | \$112 | \$592 | \$0 | \$0 | \$0 | \$81 | \$9,542 |
| Instructional Aide - Mental Health TS 5th grade | 7.70 (3.20) 0.50 | | 8/1/2018 | 0% | \$18.27 | 59 | \$8,183 | \$0 | \$693 | \$8,876 | \$1,155 | \$281 | \$1,376 | \$472 | \$0 | \$0 | \$189 | \$12,102 |
| Reading Aide | 5.00 (1.00) 0.00 | | 8/1/2020 | 0% | \$15.91 | 56 | \$4,424 | \$382 | \$360 | \$4,806 | \$298 | \$70 | \$368 | \$0 | \$0 | \$0 | \$50 | \$5,224 |
| 4th Grade Instructional Aide | 0.00 (3.50) 0.50 | | 8/1/2018 | 0% | \$0.00 | 59 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Yoga Instructor | 3.50 0.50 | | 8/21/2019 | 0% | \$43.71 | 57 | \$8,720 | \$938 | \$918 | \$9,658 | \$598 | \$140 | \$737 | \$0 | \$0 | \$0 | \$101 | \$10,476 |
| Yoga Lead Teacher | 0.20 0.00 | | 8/21/2019 | 0% | \$43.71 | 25 | \$2,191 | \$262 | \$0 | \$2,453 | \$159 | \$4 | \$23 | \$0 | \$0 | \$0 | \$3 | \$33 |
| Behaviorist | 8.00 (3.50) 1.00 | | 10/16/2017 | 0% | \$22.32 | 52 | \$24,414 | \$536 | \$720 | \$25,154 | \$1,598 | \$364 | \$1,923 | \$10,311 | \$0 | \$0 | \$284 | \$37,031 |
| Behavior Technician | 5.50 0.00 | | 8/1/2020 | 0% | \$16.39 | 54 | \$4,488 | \$393 | \$360 | \$4,881 | \$261 | \$76 | \$403 | \$0 | \$0 | \$0 | \$55 | \$5,719 |
| Behavior Technician | 2.00 | | 8/1/2020 | 0% | \$16.39 | 27 | \$1,449 | \$120 | \$0 | \$1,569 | \$76 | \$16 | \$92 | \$0 | \$0 | \$0 | \$20 | \$1,785 |
| Behavior Technician | 5.50 0.00 | | 8/1/2020 | 0% | \$18.45 | 54 | \$5,479 | \$443 | \$360 | \$6,282 | \$367 | \$86 | \$453 | \$0 | \$0 | \$0 | \$62 | \$6,837 |
| 2nd Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,303 | 8 | \$41,624 | \$2,631 | \$0 | \$44,255 | \$2,631 | \$615 | \$5,246 | \$830 | \$0 | \$0 | \$445 | \$51,927 |
| 2nd Grade | 1.00 | | 8/30/2018 | 0% | \$16.88 | 57 | \$7,217 | \$405 | \$675 | \$7,622 | \$473 | \$111 | \$593 | \$0 | \$0 | \$0 | \$80 | \$8,286 |
| Transitional Kindergarten | 1.00 | | 8/1/2019 | 75% | \$5,217 | 3 | \$15,650 | \$0 | \$0 | \$15,650 | \$970 | \$227 | \$1,197 | \$414 | \$2,068 | \$0 | \$164 | \$19,079 |
| 6th & 7th Grade - ELA/Humanities | 1.00 | | 8/1/2020 | 0% | \$5,203 | 3 | \$15,609 | \$968 | \$226 | \$17,803 | \$968 | \$226 | \$1,194 | \$414 | \$2,068 | \$0 | \$164 | \$19,034 |
| Kindergarten | 1.00 | | 7/25/2016 | 0% | \$5,633 | 3 | \$16,898 | \$1,048 | \$245 | \$18,191 | \$1,048 | \$245 | \$1,191 | \$798 | \$0 | \$0 | \$177 | \$22,146 |
| 6th Grade - Self contained | 1.00 | | 8/1/2020 | 0% | \$5,189 | 3 | \$15,618 | \$0 | \$0 | \$15,618 | \$965 | \$226 | \$1,191 | \$798 | \$0 | \$0 | \$163 | \$20,912 |
| 4th Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,189 | 3 | \$15,618 | \$0 | \$0 | \$15,618 | \$965 | \$226 | \$1,191 | \$798 | \$0 | \$0 | \$163 | \$20,912 |
| 3rd Grade ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,189 | 3 | \$15,618 | \$0 | \$0 | \$15,618 | \$965 | \$226 | \$1,191 | \$798 | \$0 | \$0 | \$163 | \$20,912 |
| K-5 Teacher Growth | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,798 | \$918 | \$215 | \$15,911 | \$918 | \$215 | \$1,132 | \$700 | \$2,100 | \$0 | \$155 | \$18,186 |
| Kindergarten | 1.00 | | 8/1/2020 | 0% | \$6,004 | 3 | \$18,011 | \$1,117 | \$261 | \$19,389 | \$1,117 | \$261 | \$1,378 | \$798 | \$0 | \$0 | \$189 | \$23,567 |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Six Days | Total Comp. | FICA 0.062 | Medi 0.0145 | Total Trai | Medical Mo. Premium | 4.00% No Cal | 4% 403b Match | Pub.Schd W/C 0.0105 | Higher Ed W/C 0.0088 | Total 0.0208 |
|---|-------|----------|-----------------|-----------------------------|--------------------|-------------------|--------------------|----------------------------|-------------------|--------------------|------------------|-----------------|------------------|---------------------|------------------|----------------|---------------------|----------------------|--------------------|
| 1100 | | | | | | | \$56,040 | \$0 | \$0 | \$56,040 | \$4,094 | \$958 | \$5,052 | \$0 | \$6,798 | \$0 | \$693 | \$0 | \$81,584 |
| 11 1st Grade | 1.00 | | 8/1/2017 | 0% | \$5,230 | 3 | \$15,690 | \$0 | \$0 | \$15,690 | \$973 | \$228 | \$3,201 | \$0 | \$422 | \$0 | \$165 | \$0 | \$17,963 |
| 1100 | | | | | | | \$41,840 | \$0 | \$0 | \$41,840 | \$2,594 | \$607 | \$3,201 | \$0 | \$439 | \$0 | \$439 | \$0 | \$48,550 |
| 12 2nd Grade - Math/Science | 1.00 | | 8/6/2018 | 0% | \$5,330 | 3 | \$15,991 | \$0 | \$0 | \$15,991 | \$991 | \$232 | \$3,201 | \$0 | \$903 | \$0 | \$168 | \$0 | \$19,174 |
| 1100 | | | | | | | \$42,644 | \$0 | \$0 | \$42,644 | \$2,644 | \$618 | \$3,262 | \$0 | \$405 | \$0 | \$448 | \$0 | \$50,744 |
| 13 4th Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,430 | 11 | \$56,635 | \$0 | \$0 | \$56,635 | \$3,635 | \$850 | \$3,262 | \$0 | \$798 | \$0 | \$171 | \$0 | \$68,916 |
| 1100 | | | | | | | \$43,440 | \$0 | \$0 | \$43,440 | \$2,693 | \$630 | \$3,323 | \$0 | \$830 | \$0 | \$456 | \$0 | \$53,028 |
| 14 3rd Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,189 | 3 | \$15,568 | \$0 | \$0 | \$15,568 | \$965 | \$226 | \$3,176 | \$0 | \$903 | \$0 | \$163 | \$0 | \$20,245 |
| 1100 | | | | | | | \$41,516 | \$0 | \$0 | \$41,516 | \$2,516 | \$602 | \$3,176 | \$0 | \$939 | \$0 | \$436 | \$0 | \$51,689 |
| 15 5th & 7th Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,189 | 3 | \$15,568 | \$0 | \$0 | \$15,568 | \$965 | \$226 | \$3,176 | \$0 | \$903 | \$0 | \$163 | \$0 | \$20,245 |
| 1100 | | | | | | | \$41,516 | \$0 | \$0 | \$41,516 | \$2,516 | \$602 | \$3,176 | \$0 | \$939 | \$0 | \$436 | \$0 | \$51,689 |
| 16 Middle School Teacher - Leadership | 0.25 | | 8/1/2021 | 0% | \$5,081 | 3 | \$3,811 | \$0 | \$0 | \$3,811 | \$236 | \$55 | \$0 | \$0 | \$0 | \$0 | \$40 | \$0 | \$3,951 |
| 1100 | | | | | | | \$10,162 | \$0 | \$0 | \$10,162 | \$630 | \$147 | \$777 | \$0 | \$0 | \$0 | \$107 | \$0 | \$11,046 |
| 17 Middle School Teacher | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,798 | \$0 | \$0 | \$14,798 | \$919 | \$215 | \$0 | \$0 | \$700 | \$0 | \$155 | \$0 | \$17,054 |
| 1100 | | | | | | | \$39,463 | \$0 | \$0 | \$39,463 | \$2,447 | \$572 | \$3,019 | \$0 | \$728 | \$0 | \$414 | \$0 | \$47,992 |
| 18 Middle School Teacher | 1.00 | | 8/1/2022 | 0% | \$4,933 | 3 | \$14,798 | \$0 | \$0 | \$14,798 | \$919 | \$215 | \$0 | \$0 | \$700 | \$0 | \$155 | \$0 | \$17,054 |
| 1100 | | | | | | | \$39,463 | \$0 | \$0 | \$39,463 | \$2,447 | \$572 | \$3,019 | \$0 | \$728 | \$0 | \$414 | \$0 | \$47,992 |
| 19 PE Teacher | 1.00 | | 8/1/2020 | 0% | \$5,303 | 3 | \$15,910 | \$0 | \$0 | \$15,910 | \$986 | \$231 | \$1,217 | \$0 | \$481 | \$0 | \$167 | \$0 | \$19,698 |
| 1100 | | | | | | | \$42,428 | \$0 | \$0 | \$42,428 | \$2,631 | \$615 | \$3,246 | \$0 | \$500 | \$0 | \$445 | \$0 | \$49,618 |
| Education Specialist | 1.00 | | 8/1/2019 | 75% | \$5,217 | 3 | \$15,650 | \$0 | \$0 | \$15,650 | \$970 | \$237 | \$1,107 | \$0 | \$459 | \$0 | \$164 | \$0 | \$18,374 |
| 1100/6500 | | | | | | | \$4,732 | \$0 | \$0 | \$4,732 | \$269 | \$605 | \$1,169 | \$0 | \$1,854 | \$0 | \$126 | \$0 | \$7,024 |
| Performing Arts Teachers (Title I) | 4.00 | | | | | | \$36,837 | \$0 | \$0 | \$36,837 | \$2,288 | \$535 | \$2,823 | \$0 | \$0 | \$0 | \$387 | \$0 | \$40,107 |
| Parent Academy Presenters | 7.00 | | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | | | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$1 | \$0 | \$130 |
| Child Care for Parent Workshops | 2900 | | | | | | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$1 | \$0 | \$130 |
| Saturday Instructors | 2.00 | | | | | | \$1,600 | \$0 | \$0 | \$1,600 | \$99 | \$23 | \$122 | \$0 | \$0 | \$0 | \$17 | \$0 | \$1,739 |
| 1100/3010 | | | | | | | \$1,600 | \$0 | \$0 | \$1,600 | \$99 | \$23 | \$122 | \$0 | \$0 | \$0 | \$17 | \$0 | \$1,739 |
| Substitute Teachers (12 sub/2 teacher/1 misc) (no subs for Principals/ Specialists) | 18.25 | | | | | | \$54,750 | \$0 | \$0 | \$54,750 | \$3,395 | \$784 | \$4,188 | \$0 | \$0 | \$0 | \$576 | \$0 | \$59,913 |
| 1130 | | | | | | | \$54,750 | \$0 | \$0 | \$54,750 | \$3,395 | \$784 | \$4,188 | \$0 | \$0 | \$0 | \$576 | \$0 | \$59,913 |
| Subtotal Site Salaries for HMCP | | | | | | | \$1,775,168 | \$4,963 | \$13,272 | \$1,775,168 | \$109,936 | \$26,711 | \$127,040 | | \$246,023 | \$9,424 | \$18,618 | \$0 | \$2,174,273 |
| Fortune Middle School Assistant Principal | 1.00 | | 7/1/2018 | 100% | \$6,753 | 4 | \$27,012 | \$0 | \$0 | \$27,012 | \$1,675 | \$392 | \$2,066 | \$932 | \$4,660 | \$1,080 | \$284 | \$0 | \$35,103 |
| 1300 | | | | | | | \$54,024 | \$0 | \$0 | \$54,024 | \$3,350 | \$783 | \$4,133 | \$989 | \$6,785 | \$2,161 | \$567 | \$0 | \$67,871 |
| Office Manager | 0.00 | | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2400 | | | | | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| School Secretary (split funded) | 8.00 | | 7/29/2015 | 100% | \$21,15 | 88 | \$14,886 | \$0 | \$0 | \$14,886 | \$923 | \$216 | \$1,139 | \$428 | \$1,711 | \$595 | \$156 | \$0 | \$18,488 |
| 2400 | | | | | | | \$29,434 | \$0 | \$0 | \$29,434 | \$2,252 | \$445 | \$3,114 | \$1,177 | \$509 | \$36,287 | \$0 | \$36,287 | |
| Parent Liaison (split funded) | 6.00 | | 10/3/2019 | 0% | \$16,94 | 88 | \$8,943 | \$0 | \$0 | \$8,943 | \$554 | \$130 | \$684 | \$433 | \$1,623 | \$0 | \$94 | \$0 | \$11,344 |
| 2900 | | | | | | | \$17,893 | \$0 | \$0 | \$17,893 | \$1,096 | \$256 | \$1,353 | \$450 | \$2,384 | \$0 | \$166 | \$0 | \$21,255 |
| Food Services Coordinator | 0.50 | | 8/1/2021 | 0% | \$15,45 | 53 | \$4,913 | \$0 | \$0 | \$4,913 | \$305 | \$71 | \$376 | \$728 | \$1,820 | \$0 | \$52 | \$0 | \$7,161 |
| 2200/6310 | | | | | | | \$14,909 | \$0 | \$0 | \$14,909 | \$924 | \$216 | \$1,141 | \$757 | \$2,650 | \$0 | \$157 | \$0 | \$18,955 |
| Supper Coordinator | 2.00 | | 8/1/2020 | 0% | \$15,91 | 37 | \$1,178 | \$0 | \$0 | \$1,178 | \$73 | \$17 | \$90 | \$0 | \$0 | \$0 | \$12 | \$0 | \$1,280 |
| 111 | | | | | | | \$3,533 | \$0 | \$0 | \$3,533 | \$220 | \$54 | \$294 | \$0 | \$0 | \$0 | \$9 | \$0 | \$4,036 |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 4.00% | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Sick Ls | Total Comp | FICA 0.062 | Medi 0.0145 | Total Rate | Medical Mo. Premium Annual Cost | 4.00% No Cal Match | 4% 403b Match | Pub.SchI W/C 0.0105 | Higher Ed W/C 0.0088 | Total Gross |
|---|-------------|----------|-----------------|------------------------------|--------------------|-------------------|----------|----------------------------|------------------|------------|------------|-------------|------------|---------------------------------|--------------------|---------------|---------------------|----------------------|-------------|
| 2200/0320 | | | | | | 148 | \$4,110 | \$0 | \$180 | \$4,890 | \$303 | \$71 | \$374 | \$0 | \$0 | \$0 | \$51 | \$0 | \$5,316 |
| Instructional Aide - Mental Health (supporting Y Abanum and J Kelly) | 8.00 (3.50) | 0% | 2/3/2020 | | \$16.39 | 59 | \$7,622 | \$393 | \$720 | \$8,015 | \$497 | \$116 | \$813 | \$0 | \$0 | \$0 | \$84 | \$0 | \$8,712 |
| 2100/0512 | 0.50 | | | | \$16.39 | 142 | \$17,932 | \$393 | \$720 | \$18,652 | \$1,156 | \$270 | \$1,427 | \$0 | \$0 | \$0 | \$196 | \$0 | \$20,274 |
| Instructional Aide - Mental Health (supporting Multiple including Percelle & Ellis) | 7.60 (3.50) | 0% | 1/4/2021 | | \$15.91 | 59 | \$25,553 | \$382 | \$684 | \$26,667 | \$1,653 | \$387 | \$2,040 | \$752 | \$1,880 | \$0 | \$280 | \$0 | \$28,887 |
| 2100/0512 | 0.50 | | | | \$15.91 | 142 | \$16,505 | \$382 | \$684 | \$17,189 | \$1,065 | \$249 | \$1,315 | \$782 | \$2,738 | \$0 | \$180 | \$0 | \$29,423 |
| Instructional Aide - Mental Health (supporting M Abanum) | 8.00 (3.50) | 0% | 8/1/2020 | | \$16.39 | 59 | \$7,622 | \$393 | \$720 | \$8,015 | \$497 | \$116 | \$813 | \$0 | \$0 | \$0 | \$84 | \$0 | \$8,712 |
| 2100/0512 | 0.50 | | | | \$16.39 | 142 | \$17,932 | \$393 | \$720 | \$18,652 | \$1,156 | \$270 | \$1,427 | \$0 | \$0 | \$0 | \$196 | \$0 | \$20,274 |
| Custodian - Day | 8.00 | 0% | 7/15/2020 | | \$15.91 | 88 | \$11,203 | \$695 | \$162 | \$11,203 | \$695 | \$162 | \$857 | \$752 | \$3,760 | \$0 | \$118 | \$0 | \$15,938 |
| 2200/0000 | 1.00 | | | | \$15.91 | 174 | \$22,152 | \$321 | \$1,373 | \$22,152 | \$1,373 | \$321 | \$1,695 | \$782 | \$5,475 | \$0 | \$233 | \$0 | \$29,554 |
| Custodian - Night | 8.00 | 0% | 8/1/2020 | | \$15.00 | 88 | \$10,560 | \$0 | \$0 | \$10,560 | \$655 | \$163 | \$908 | \$700 | \$9,206 | \$0 | \$111 | \$0 | \$11,479 |
| 2200/0000 | 1.00 | | | | \$15.00 | 174 | \$18,180 | \$0 | \$0 | \$18,180 | \$1,290 | \$315 | \$1,605 | \$728 | \$5,086 | \$0 | \$210 | \$0 | \$23,723 |
| Custodian - Bridge | 4.00 | 0% | | | \$0.00 | 88 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2200/0000 | 0.00 | | | | \$0.00 | 174 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Behavior Tech | 8.00 | 0% | 8/1/2020 | | \$15.91 | 57 | \$7,257 | \$382 | \$720 | \$7,638 | \$474 | \$111 | \$584 | \$752 | \$1,880 | \$0 | \$80 | \$0 | \$10,183 |
| 2900 | 0.50 | | | | \$15.91 | 130 | \$16,550 | \$0 | \$0 | \$17,270 | \$1,071 | \$250 | \$1,321 | \$782 | \$2,738 | \$0 | \$181 | \$0 | \$21,510 |
| Behavior Tech | 8.00 | 0% | 8/1/2020 | | \$15.00 | 57 | \$6,940 | \$360 | \$720 | \$7,200 | \$446 | \$104 | \$551 | \$700 | \$1,750 | \$0 | \$76 | \$0 | \$9,576 |
| 2900 | 0.50 | | | | \$15.00 | 130 | \$15,000 | \$360 | \$720 | \$16,350 | \$1,012 | \$237 | \$1,248 | \$728 | \$4,288 | \$0 | \$171 | \$0 | \$20,286 |
| 1 6th/7th/8th Grade Math | 1.00 | 0% | 7/16/2014 | | \$7,716 | 3 | \$23,147 | \$0 | \$0 | \$23,147 | \$1,435 | \$336 | \$1,771 | \$1,482 | \$7,459 | \$0 | \$243 | \$0 | \$32,620 |
| 1100/1400 | 1.00 | | | | \$7,716 | 11 | \$61,725 | \$3,827 | \$895 | \$64,722 | \$3,827 | \$895 | \$4,722 | \$1,552 | \$10,861 | \$0 | \$648 | \$0 | \$77,956 |
| 2 6th/7th/8th Grade ELA/Humanities | 1.00 | 0% | 8/21/2019 | | \$7,020 | 3 | \$21,060 | \$0 | \$0 | \$21,060 | \$1,306 | \$305 | \$1,611 | \$2,800 | \$14,000 | \$0 | \$221 | \$0 | \$36,902 |
| 1100/1400 | 1.00 | | | | \$7,020 | 11 | \$56,159 | \$3,482 | \$814 | \$59,641 | \$3,482 | \$814 | \$4,296 | \$2,912 | \$20,384 | \$0 | \$560 | \$0 | \$81,928 |
| 3 6th/7th/8th Grade Science | 1.00 | 0% | 8/1/2020 | | \$5,189 | 3 | \$15,568 | \$965 | \$226 | \$15,568 | \$965 | \$226 | \$1,191 | \$752 | \$3,760 | \$0 | \$163 | \$0 | \$20,683 |
| 1100 | 1.00 | | | | \$5,189 | 11 | \$57,084 | \$0 | \$0 | \$57,084 | \$3,539 | \$828 | \$4,367 | \$928 | \$8,236 | \$0 | \$598 | \$0 | \$71,286 |
| 4 6th/7th/8th Grade Social Science | 1.00 | 0% | 8/1/2020 | | \$5,189 | 3 | \$15,568 | \$965 | \$226 | \$15,568 | \$965 | \$226 | \$1,191 | \$752 | \$3,760 | \$0 | \$163 | \$0 | \$20,683 |
| 1100 | 1.00 | | | | \$5,189 | 11 | \$41,516 | \$2,574 | \$602 | \$41,516 | \$2,574 | \$602 | \$3,176 | \$782 | \$5,475 | \$0 | \$436 | \$0 | \$50,603 |
| 5 Middle School Teacher - Math/Science/Misc | 1.00 | 0% | 8/1/2021 | | \$5,081 | 3 | \$15,242 | \$945 | \$221 | \$15,242 | \$945 | \$221 | \$1,166 | \$700 | \$3,500 | \$0 | \$160 | \$0 | \$20,069 |
| 1100 | 1.00 | | | | \$5,081 | 11 | \$40,646 | \$2,520 | \$589 | \$40,646 | \$2,520 | \$589 | \$3,109 | \$728 | \$5,086 | \$0 | \$427 | \$0 | \$49,279 |
| 6 Middle School Teacher | 1.00 | 0% | 8/1/2021 | | \$5,081 | 3 | \$15,242 | \$945 | \$221 | \$15,242 | \$945 | \$221 | \$1,166 | \$700 | \$2,100 | \$0 | \$160 | \$0 | \$18,669 |
| 1100 | 1.00 | | | | \$5,081 | 11 | \$40,646 | \$2,520 | \$589 | \$40,646 | \$2,520 | \$589 | \$3,109 | \$728 | \$5,096 | \$0 | \$427 | \$0 | \$49,279 |
| Middle School Teacher | 0.00 | 0% | | | \$0 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100 | 0.00 | | | | \$0 | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Middle School Teacher | 0.00 | 0% | | | \$0 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100 | 0.00 | | | | \$0 | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7 Leadership Teacher | 0.25 | 0% | 8/1/2020 | | \$5,149 | 3 | \$3,862 | \$239 | \$56 | \$3,862 | \$239 | \$56 | \$295 | \$752 | \$940 | \$0 | \$41 | \$0 | \$5,138 |
| 1100 | 0.25 | | | | \$5,149 | 8 | \$10,298 | \$638 | \$149 | \$10,298 | \$638 | \$149 | \$789 | \$782 | \$1,369 | \$0 | \$108 | \$0 | \$12,563 |
| 8 PE Teacher | 1.00 | 0% | 8/1/2020 | | \$5,149 | 3 | \$15,447 | \$856 | \$224 | \$15,447 | \$856 | \$224 | \$1,162 | \$752 | \$3,760 | \$0 | \$162 | \$0 | \$20,551 |
| 1100 | 1.00 | | | | \$5,149 | 11 | \$41,191 | \$2,554 | \$597 | \$41,191 | \$2,554 | \$597 | \$3,151 | \$782 | \$5,475 | \$0 | \$433 | \$0 | \$50,250 |
| Education Specialist | 0.50 | 0% | 8/23/2017 | | \$5,149 | 3 | \$7,723 | \$479 | \$112 | \$7,723 | \$479 | \$112 | \$891 | \$752 | \$1,880 | \$0 | \$81 | \$0 | \$10,276 |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Pos # | Increase | 3.00% Hire Date | % of Year Eligible for 4.00% | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Sick Days | Total Comp | FICA 0.0765 | Medi 0.0145 | Total Rates | Medical Mo. Premium | 4.00% No Cal | 4.00% So Cal | 4% Match | Pub.Sch/ W/C 0.0105 | Higher Ed W/C 0.0088 | Total Cost |
|--|------|--|----------|-----------------|------------------------------|--------------------|-------------------|------------------|---------------------------|--------------------|------------------|-----------------|-----------------|------------------|---------------------|--------------|--------------------|----------------|---------------------|----------------------|--------------------|
| 1100/6500 | | Pos #377 | | | | \$5,149 | 8 | \$20,396 | \$0 | \$0 | \$20,396 | \$1,277 | \$411 | \$2,698 | \$1,576 | \$92 | \$2,788 | \$0 | \$297 | \$0 | \$25,125 |
| Performing Arts Teachers (Title I) | 4.00 | Provest, Jordan | | 8/1/2020 | 0% | \$33.76 | 65 | \$8,777 | \$0 | \$0 | \$8,777 | \$544 | \$127 | \$9,321 | \$1,576 | \$0 | \$10,897 | \$0 | \$92 | \$0 | \$9,541 |
| 1100/3010 | 0.50 | Pos# 378 | | | | \$33.76 | 148 | \$19,985 | \$0 | \$0 | \$19,985 | \$1,239 | \$290 | \$20,224 | \$1,576 | \$0 | \$21,800 | \$0 | \$92 | \$0 | \$21,723 |
| Child Care for Parent Academies | 1.00 | | | 1.0 | | \$15.90 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$126 | \$9 | \$0 | \$135 | \$0 | \$1 | \$0 | \$130 |
| Child Care for Parent Workshops | 2900 | | | 1 | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday Instructors | 6.00 | | | Per Sat | | \$100.00 | 12 | \$7,200 | \$0 | \$0 | \$7,200 | \$446 | \$104 | \$7,646 | \$551 | \$0 | \$8,197 | \$0 | \$76 | \$0 | \$7,926 |
| 1100/3010 | | | | | | \$100.00 | 12 | \$7,200 | \$0 | \$0 | \$7,200 | \$446 | \$104 | \$7,646 | \$551 | \$0 | \$8,197 | \$0 | \$76 | \$0 | \$7,926 |
| Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Specialist) | 7.25 | | | Daily rate | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1130 | | | | | | \$200 | 15 | \$21,750 | \$0 | \$0 | \$21,750 | \$1,349 | \$315 | \$23,099 | \$1,664 | \$0 | \$24,763 | \$0 | \$228 | \$0 | \$23,642 |
| | | | | | | \$200 | 15 | \$21,750 | \$0 | \$0 | \$21,750 | \$1,349 | \$315 | \$23,099 | \$1,664 | \$0 | \$24,763 | \$0 | \$228 | \$0 | \$23,642 |
| Subtotal Site Salaries for Fortune Middle School | | | | | | | | \$906,638 | | \$4,284 | \$912,831 | \$56,596 | \$13,236 | \$969,832 | \$69,832 | | \$1,568,524 | \$5,014 | \$9,685 | \$0 | \$1,155,785 |
| Early College High School | | | | | | | | | | | | | | | | | | | | | |
| Regional Director of Schools | 1.00 | Odeia Nyong Pos #266 | | 7/1/2017 | 100% | \$10,609 | 4 | \$42,436 | \$0 | \$0 | \$42,436 | \$2,631 | \$615 | \$43,051 | \$3,246 | \$1,387 | \$44,438 | \$1,697 | \$446 | \$0 | \$45,760 |
| 2300 | | | | | | \$10,609 | 8 | \$84,872 | \$0 | \$0 | \$84,872 | \$5,262 | \$1,231 | \$86,103 | \$6,493 | \$1,442 | \$87,545 | \$2,395 | \$891 | \$0 | \$89,936 |
| | | | | | | \$10,609 | 12 | \$127,308 | \$0 | \$0 | \$127,308 | \$7,893 | \$1,846 | \$129,154 | \$9,739 | \$1,700 | \$130,854 | \$2,992 | \$1,337 | \$0 | \$132,191 |
| Middle School/Asst Principal - Zero Year | 0.00 | Move to the middle school | | | | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300/4610 | | | | | | \$0 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Counselor and Activities Director | 1.00 | Akela Newton Pos #271 | | 9/4/2018 | 100% | \$5,721 | 4 | \$22,885 | \$0 | \$0 | \$22,885 | \$1,419 | \$332 | \$24,304 | \$1,751 | \$1,377 | \$26,081 | \$915 | \$240 | \$0 | \$26,275 |
| 1200 | | | | | | \$5,721 | 8 | \$45,771 | \$0 | \$0 | \$45,771 | \$2,838 | \$664 | \$48,609 | \$3,501 | \$1,432 | \$50,041 | \$1,851 | \$481 | \$0 | \$51,505 |
| | | | | | | \$5,721 | 12 | \$68,656 | \$0 | \$0 | \$68,656 | \$4,257 | \$996 | \$73,909 | \$5,252 | \$1,600 | \$75,509 | \$2,746 | \$721 | \$0 | \$76,230 |
| Counselor | 1.00 | Vacant New position for growth | | 7/1/2022 | 0% | \$5,000 | 4 | \$20,000 | \$0 | \$0 | \$20,000 | \$1,240 | \$290 | \$21,240 | \$1,530 | \$700 | \$22,770 | \$800 | \$210 | \$0 | \$23,540 |
| 1200 | | | | | | \$5,000 | 8 | \$40,000 | \$0 | \$0 | \$40,000 | \$2,480 | \$580 | \$42,480 | \$3,060 | \$728 | \$43,208 | \$1,600 | \$420 | \$0 | \$44,828 |
| | | | | | | \$5,000 | 12 | \$60,000 | \$0 | \$0 | \$60,000 | \$3,720 | \$870 | \$63,720 | \$4,590 | \$786 | \$64,506 | \$2,386 | \$630 | \$0 | \$66,886 |
| Office Manager | 8.00 | Kristy Nong Pos #255 | | 10/1/2018 | 100% | \$23.41 | 89 | \$16,671 | \$0 | \$0 | \$16,671 | \$1,034 | \$242 | \$17,705 | \$1,275 | \$1,550 | \$19,255 | \$667 | \$175 | \$0 | \$20,037 |
| 2400 | 1.00 | | | | | \$23.41 | 173 | \$40,385 | \$0 | \$0 | \$40,385 | \$2,009 | \$470 | \$42,394 | \$2,554 | \$1,612 | \$44,006 | \$1,286 | \$240 | \$0 | \$45,246 |
| | | | | | | \$23.41 | 262 | \$61,266 | \$0 | \$0 | \$61,266 | \$3,043 | \$712 | \$64,309 | \$3,754 | \$1,754 | \$66,063 | \$1,908 | \$315 | \$0 | \$68,278 |
| School Secretary (split funded) | 8.00 | Lee, Chevelle Pos #370 | | 7/29/2015 | 100% | \$21.14 | 89 | \$15,055 | \$933 | \$218 | \$15,273 | \$933 | \$218 | \$16,406 | \$1,152 | \$728 | \$17,134 | \$602 | \$158 | \$0 | \$17,292 |
| 2400 | 1.00 | | | | | \$21.14 | 173 | \$36,294 | \$1,814 | \$424 | \$37,512 | \$1,814 | \$424 | \$39,326 | \$2,367 | \$530 | \$41,686 | \$1,773 | \$465 | \$0 | \$43,121 |
| | | | | | | \$21.14 | 262 | \$54,418 | \$0 | \$0 | \$54,418 | \$2,748 | \$643 | \$57,166 | \$3,390 | \$821 | \$60,377 | \$2,593 | \$719 | \$0 | \$61,096 |
| Parent Liason (split funded) | 6.00 | Jennmott, Raphael Pos #337 | | 10/3/2019 | 0% | \$16.94 | 89 | \$9,045 | \$305 | \$0 | \$9,350 | \$1,336 | \$715 | \$10,065 | \$715 | \$433 | \$10,500 | \$0 | \$98 | \$0 | \$10,598 |
| 2900 | 0.75 | | | | | \$16.94 | 173 | \$17,581 | \$0 | \$0 | \$17,581 | \$1,090 | \$255 | \$18,626 | \$1,345 | \$450 | \$19,421 | \$0 | \$185 | \$0 | \$19,606 |
| | | | | | | \$16.94 | 262 | \$26,625 | \$305 | \$0 | \$26,930 | \$1,670 | \$390 | \$28,600 | \$2,060 | \$537 | \$30,137 | \$0 | \$283 | \$0 | \$30,420 |
| Food Services Coordinator | 6.00 | Regina Drumgoole Pos #256 | | 8/21/2017 | 0% | \$17.39 | 60 | \$6,280 | \$417 | \$0 | \$6,697 | \$414 | \$97 | \$7,208 | \$511 | \$71 | \$7,719 | \$0 | \$70 | \$0 | \$7,789 |
| 2200/5310 | 0.50 | | | | | \$17.39 | 143 | \$24,867 | \$0 | \$0 | \$24,867 | \$1,560 | \$324 | \$26,427 | \$1,783 | \$73 | \$27,200 | \$0 | \$162 | \$0 | \$27,362 |
| | | | | | | \$17.39 | 203 | \$35,180 | \$417 | \$540 | \$35,737 | \$1,373 | \$321 | \$37,110 | \$1,694 | \$433 | \$38,804 | \$0 | \$232 | \$0 | \$39,036 |
| Supper Coordinator | 0.00 | Vacant- no supper at HS | | | | \$0.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2200/5320 | 0.00 | NO POS # | | | | \$0.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Custodian - Day | 8.00 | Corona, Stephanie Pos #257 | | 7/22/2019 | 0% | \$17.39 | 88 | \$12,239 | \$759 | \$177 | \$12,416 | \$936 | \$383 | \$13,352 | \$936 | \$383 | \$14,288 | \$0 | \$20 | \$0 | \$14,308 |
| 2200/0000 | 1.00 | | | | | \$17.39 | 174 | \$24,420 | \$1,694 | \$396 | \$26,110 | \$1,694 | \$396 | \$28,100 | \$2,090 | \$757 | \$30,897 | \$0 | \$287 | \$0 | \$31,184 |
| | | | | | | \$17.39 | 262 | \$36,440 | \$0 | \$0 | \$36,440 | \$2,453 | \$574 | \$38,893 | \$3,026 | \$821 | \$42,919 | \$0 | \$415 | \$0 | \$43,334 |
| Custodian - Night | 8.00 | Vacant | | 8/1/2021 | 0% | \$15.00 | 88 | \$10,860 | \$655 | \$153 | \$11,468 | \$655 | \$153 | \$12,276 | \$655 | \$240 | \$12,926 | \$0 | \$111 | \$0 | \$13,037 |
| 2200/0000 | 1.00 | | | | | \$15.00 | 174 | \$20,880 | \$1,295 | \$303 | \$22,178 | \$1,295 | \$303 | \$23,476 | \$1,597 | \$757 | \$25,073 | \$0 | \$219 | \$0 | \$25,292 |
| | | | | | | \$15.00 | 262 | \$31,440 | \$0 | \$0 | \$31,440 | \$1,949 | \$456 | \$33,389 | \$2,405 | \$621 | \$35,794 | \$0 | \$330 | \$0 | \$36,124 |
| Instructional Aide - Special Ed (supports MW & CB 12th grade) | 7.15 | Antonique Robinson Pos# 293 | | 8/3/2018 | 0% | \$17.39 | 59 | \$7,334 | \$455 | \$106 | \$7,895 | \$455 | \$106 | \$8,456 | \$561 | \$0 | \$9,017 | \$0 | \$77 | \$0 | \$9,094 |
| 2100/6500 | 0.50 | | | | | \$17.39 | 142 | \$24,694 | \$644 | \$644 | \$25,982 | \$1,334 | \$265 | \$27,321 | \$1,400 | \$0 | \$28,721 | \$0 | \$192 | \$0 | \$28,913 |
| | | | | | | \$17.39 | 201 | \$34,985 | \$0 | \$644 | \$35,629 | \$1,589 | \$372 | \$37,591 | \$1,961 | \$0 | \$39,552 | \$0 | \$269 | \$0 | \$40,221 |
| Instructional Aide - Special Ed | 7.10 | Castillo, Veronica | | 2/1/2021 | 0% | \$15.91 | 59 | \$6,666 | \$413 | \$97 | \$7,176 | \$413 | \$97 | \$7,686 | \$510 | \$0 | \$8,196 | \$0 | \$70 | \$0 | \$8,266 |

Fortune School of Education
 Salary Budgets
 July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Salary | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Sick Days | Total Comp | FICA 0.0762 | Medi 0.0145 | Total Rates | Medical Mo. Premium | 4.00% No Cal 4.00% No Cal | 4% Match | Pub.Sch Higher Ed W/C 0.0105 0.0088 | Total Cost | |
|--|------|----------|-----------------|-----------------------------|----------------------|-------------------|----------|---------------------------|--------------------|------------|-------------|-------------|-------------|---------------------|---------------------------|----------|-------------------------------------|------------|----------|
| 2100/6500 Instructional Aide - Mental Health (supporting 8th grade) | 0.50 | | | | \$15.91 | 142 | \$16,844 | \$0 | \$639 | \$16,883 | \$1,034 | \$242 | \$2,349 | \$1,786 | \$0 | \$0 | \$0 | \$175 | \$16,134 |
| 2100/6512 Instructional Aide - Mental Health (supporting 8th grade - multiple students) | 7.70 | | 8/1/2018 | 0% | \$18.82 | 59 | \$8,848 | \$452 | \$693 | \$9,000 | \$558 | \$131 | \$9,689 | \$689 | \$0 | \$0 | \$0 | \$95 | \$9,785 |
| 2100/6512 Instructional Aide - Behavior (supporting C. Williams-10th Grade) | 0.50 | | 8/19/2015 | 0% | \$19.38 | 142 | \$21,609 | \$465 | \$702 | \$22,171 | \$1,375 | \$321 | \$1,696 | \$592 | \$2,073 | \$0 | \$0 | \$31 | \$26,738 |
| 2100/6512 Instructional Aide - Mental Health (supporting JM - 11th grade) | 0.50 | | 2/27/2018 | 0% | \$17.39 | 142 | \$19,754 | \$417 | \$720 | \$20,474 | \$635 | \$125 | \$860 | \$71 | \$176 | \$0 | \$0 | \$91 | \$20,565 |
| 2100/4610 AVID Tutor (4.5 hours per day/2x per week) | 4.50 | | | 0% | \$15.91 | 22 | \$1,575 | \$382 | \$360 | \$1,957 | \$121 | \$28 | \$150 | \$0 | \$0 | \$0 | \$0 | \$21 | \$2,128 |
| 2100/4610 AVID Tutor (2.8 hours per day/5x per week) | 0.25 | | 8/1/2020 | 0% | \$5.149 | 8 | \$10,298 | \$638 | \$360 | \$10,298 | \$638 | \$149 | \$788 | \$782 | \$1,369 | \$0 | \$0 | \$108 | \$12,653 |
| 2100/4610 Behavior Technician | 4.50 | | 8/15/2020 | 0% | \$15.91 | 22 | \$1,575 | \$382 | \$360 | \$1,957 | \$121 | \$28 | \$150 | \$71 | \$0 | \$0 | \$0 | \$21 | \$2,128 |
| 2900 Behavior Technician | 8.00 | | 8/3/2020 | 0% | \$15.91 | 139 | \$17,696 | \$382 | \$360 | \$18,056 | \$1,119 | \$262 | \$1,381 | \$757 | \$0 | \$0 | \$0 | \$190 | \$19,627 |
| 2900 Behavior Technician | 0.50 | | 10/9/2017 | 0% | \$18.44 | 59 | \$8,724 | \$443 | \$720 | \$9,187 | \$668 | \$133 | \$701 | \$71 | \$176 | \$0 | \$0 | \$96 | \$10,140 |
| 1100 1 High School Teacher - ELA 9th/12th Grade | 1.00 | | 8/1/2018 | 0% | \$6.797 | 3 | \$20,391 | \$0 | \$0 | \$20,391 | \$1,264 | \$236 | \$1,560 | \$466 | \$2,329 | \$0 | \$0 | \$214 | \$24,494 |
| 1100 2 High School Teacher - ELA | 1.00 | | 8/1/2020 | 0% | \$5.303 | 3 | \$15,910 | \$886 | \$0 | \$16,796 | \$635 | \$1,084 | \$5,720 | \$0 | \$0 | \$0 | \$0 | \$785 | \$86,990 |
| 1100 3 High School Teacher - Science | 1.00 | | 8/1/2021 | 0% | \$5.081 | 3 | \$15,242 | \$945 | \$221 | \$16,166 | \$228 | \$21 | \$166 | \$728 | \$2,184 | \$0 | \$0 | \$160 | \$18,753 |
| 1100/1400 4 High School Teacher - Upper Math Algebra & Geometry | 1.00 | | 11/18/2019 | 0% | \$5.633 | 3 | \$16,898 | \$1,048 | \$245 | \$17,293 | \$504 | \$245 | \$3,760 | \$0 | \$0 | \$0 | \$0 | \$177 | \$20,887 |
| 1100 5 High School Teacher - Science 9th/12th Grade | 1.00 | | 10/1/2018 | 0% | \$5.747 | 3 | \$17,242 | \$1,069 | \$250 | \$18,311 | \$667 | \$316 | \$1,986 | \$940 | \$6,583 | \$0 | \$0 | \$181 | \$23,264 |
| 1100/1400 6 High School Teacher - Spanish | 1.00 | | 8/1/2020 | 0% | \$5.149 | 3 | \$15,447 | \$958 | \$224 | \$16,629 | \$1,182 | \$224 | \$3,760 | \$0 | \$0 | \$0 | \$0 | \$162 | \$20,551 |
| 1100/1400 7 High School Teacher - Spanish | 1.00 | | 8/1/2021 | 0% | \$5.081 | 3 | \$15,243 | \$945 | \$221 | \$16,166 | \$228 | \$21 | \$166 | \$728 | \$2,184 | \$0 | \$0 | \$160 | \$20,069 |
| 1100 8 High School Teacher - Lower Math Pre-Algebra and Math AVID | 1.00 | | 8/1/2019 | 75% | \$5.317 | 3 | \$15,951 | \$889 | \$231 | \$16,840 | \$635 | \$1,084 | \$5,720 | \$0 | \$0 | \$0 | \$0 | \$177 | \$20,648 |
| 1100 9 High School Teacher - Social Science | 1.00 | | 8/1/2019 | 0% | \$5.189 | 3 | \$15,568 | \$965 | \$224 | \$16,757 | \$1,182 | \$224 | \$3,760 | \$0 | \$0 | \$0 | \$0 | \$163 | \$20,683 |
| 1100/1400 10 High School Teacher - Social Science | 0.50 | | 8/1/2022 | 0% | \$4.993 | 3 | \$7,400 | \$459 | \$107 | \$8,066 | \$700 | \$107 | \$866 | \$700 | \$1,050 | \$0 | \$0 | \$78 | \$9,093 |

Fortune School of Education
Salary Budgets
July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0745 | Medi 0.0145 | Total Rates | Medical Mo. Premium | 4.00% No Cal 4.00% No Cal | 4% Match | Pub.SchI W/C | Higher Ed W/C | Total Costs |
|---|-------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|-------------|------------------------------|----------------------|-------------|----------------|----------------|----------------|------------------------|------------------------------|-------------|-----------------|------------------|----------------|
| 1100 | | | | | | 11 | \$27,132 | \$0 | \$0 | \$27,132 | \$1,682 | \$393 | \$2,075 | \$0 | \$3,388 | \$0 | \$285 | \$0 | \$33,090 |
| 11 High School Teacher - PE | 8.00 | | 8/17/2019 | 0% | \$33 | 65 | \$17,328 | \$1,074 | \$251 | \$1,326 | \$728 | \$28,120 | \$0 | \$182 | \$47,955 | | | | \$47,955 |
| 1000 | | | | | | 148 | \$39,454 | \$2,446 | \$572 | \$3,018 | \$757 | \$42,389 | \$0 | \$414 | \$85,286 | | | | \$85,286 |
| 1100 | | | | | | 213 | \$56,782 | \$3,520 | \$823 | \$4,344 | \$71,519 | \$0 | \$596 | \$0 | \$133,241 | | | | \$133,241 |
| 12 High School Teacher - PE | 4.00 | | 8/1/2022 | 0% | \$31.84 | 65 | \$8,278 | \$513 | \$120 | \$633 | \$0 | \$0 | \$0 | \$87 | \$8,999 | | | | \$8,999 |
| 1000 | | | | | | 148 | \$18,849 | \$1,169 | \$273 | \$1,442 | \$0 | \$0 | \$0 | \$198 | \$20,489 | | | | \$20,489 |
| 1100 | | | | | | 213 | \$27,128 | \$0 | \$0 | \$27,128 | \$1,682 | \$393 | \$2,075 | \$0 | \$29,488 | | | | \$29,488 |
| 13 High School Teacher - AVID | 1.00 | | 8/1/2022 | 0% | \$4,933 | 3 | \$14,799 | \$916 | \$215 | \$1,132 | \$700 | \$2,100 | \$0 | \$155 | \$16,167 | | | | \$16,167 |
| 1000 | | | | | | 8 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,086 | \$0 | \$414 | \$71,993 | | | | \$71,993 |
| 1100 | | | | | | 11 | \$54,263 | \$0 | \$0 | \$54,263 | \$3,364 | \$787 | \$4,151 | \$0 | \$57,000 | | | | \$57,000 |
| Education Specialist | 1.00 | | 8/23/2017 | 0% | \$5,149 | 3 | \$15,447 | \$958 | \$224 | \$1,182 | \$752 | \$3,780 | \$0 | \$162 | \$20,551 | | | | \$20,551 |
| 1100/6500 | | | | | | 8 | \$41,191 | \$2,554 | \$597 | \$3,151 | \$782 | \$5,475 | \$0 | \$433 | \$50,250 | | | | \$50,250 |
| 1100/6500 | | | | | | 11 | \$56,638 | \$0 | \$0 | \$56,638 | \$3,512 | \$821 | \$4,333 | \$0 | \$60,236 | | | | \$60,236 |
| Performing Arts Teacher (Title I) | 4.00 | | 9/26/2019 | 0% | \$34 | 65 | \$8,730 | \$541 | \$127 | \$668 | \$0 | \$0 | \$0 | \$92 | \$9,400 | | | | \$9,400 |
| 1000/3010 | | | | | | 148 | \$19,878 | \$1,232 | \$288 | \$1,521 | \$0 | \$0 | \$0 | \$209 | \$21,607 | | | | \$21,607 |
| 1100/3010 | | | | | | 213 | \$28,608 | \$1,774 | \$415 | \$2,189 | \$0 | \$0 | \$0 | \$300 | \$31,097 | | | | \$31,097 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 7.5 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$1 | \$130 | | | | \$130 |
| Child Care for Parent Workshops | 2900 | | 1 | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| 2300/9001 | | | | | | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| 2100/3010 | | | | | | 12 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| Instructional Aide - RTI (Title I) (.69 FTE) | 0.00 | | | | \$15.00 | 52 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| 2100/3010 | | | | | | 144 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| Substitute Teachers (12 sick/2 leater/1 misc (no subs for Principal/Ed Specialist) | 12.00 | | Daily rate | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| 1130 | | | | | \$200 | 15 | \$36,000 | \$2,232 | \$522 | \$2,754 | \$0 | \$0 | \$0 | \$0 | \$39,132 | | | | \$39,132 |
| 1300 | | | | | \$200 | 15 | \$36,000 | \$2,232 | \$522 | \$2,754 | \$0 | \$0 | \$0 | \$0 | \$39,132 | | | | \$39,132 |
| Subtotal Site Salaries for Early College High School | | | | | | | | | | | | | | | | | | | |
| | | | | | | | \$1,509,096 | \$3,846 | \$8,958 | \$1,521,959 | \$94,339 | \$22,063 | \$1,616,402 | \$256,225 | \$1,329 | \$15,977 | \$0 | \$1,923,632 | |
| Tecoy Porter College Prep | | | | | | | | | | | | | | | | | | | |
| Principal | 1.00 | | 7/29/2013 | 100% | \$7,957 | 4 | \$31,827 | \$1,973 | \$461 | \$2,438 | \$915 | \$4,574 | \$1,273 | \$34 | \$40,443 | | | | \$40,443 |
| 1300 | | | | | \$7,957 | 8 | \$63,654 | \$3,947 | \$923 | \$4,870 | \$951 | \$6,659 | \$2,546 | \$688 | \$78,396 | | | | \$78,396 |
| Assistant Principal | 1.00 | | 9/21/2015 | 100% | \$6,365 | 4 | \$25,462 | \$1,579 | \$369 | \$1,948 | \$1,484 | \$7,421 | \$1,018 | \$267 | \$36,116 | | | | \$36,116 |
| 1300 | | | | | \$6,365 | 8 | \$50,923 | \$3,157 | \$738 | \$3,896 | \$1,544 | \$10,805 | \$2,037 | \$535 | \$68,196 | | | | \$68,196 |
| Lead Teacher K-2 Stipend | 1.00 | | | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$1,266 | \$0 | \$0 | \$0 | \$17 | \$1,794 | | | | \$1,794 |
| 1300 | | | | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$1,266 | \$0 | \$0 | \$0 | \$17 | \$1,794 | | | | \$1,794 |
| Lead Teacher 3-5 Stipend | 0.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| 1300 | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| Lead Science Teacher Stipend | 0.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| 1300 | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| Saturday School Coordinator | 0.00 | | | | \$26 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| 1300/3010 | | | | | \$26 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | \$0 |
| Office Manager | 8.00 | | 10/26/2020 | 0% | \$22.08 | 89 | \$15,719 | \$975 | \$228 | \$1,203 | \$752 | \$3,760 | \$0 | \$165 | \$20,847 | | | | \$20,847 |
| 2400 | | | | | \$22.08 | 173 | \$30,555 | \$1,694 | \$443 | \$2,337 | \$782 | \$5,475 | \$0 | \$321 | \$38,689 | | | | \$38,689 |
| 2400 | | | | | | 262 | \$46,274 | \$2,869 | \$671 | \$3,540 | \$0 | \$0 | \$0 | \$486 | \$50,536 | | | | \$50,536 |
| School Secretary | 8.00 | | 7/1/2021 | 0% | \$18.54 | 89 | \$13,200 | \$818 | \$191 | \$1,010 | \$728 | \$2,912 | \$0 | \$39 | \$17,261 | | | | \$17,261 |
| 1000 | | | | | \$18.54 | 173 | \$25,659 | \$1,591 | \$372 | \$1,963 | \$157 | \$5,300 | \$0 | \$289 | \$33,192 | | | | \$33,192 |

Fortune School of Education
 Salary Budgets
 July 1, 2022 - June 30, 2023

| 2400 | Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustment | Subs for Six Days | Total Comp | FICA 0.082 | Medi 0.0145 | Total Rates | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% Match | Pub.Sch W/C 0.0105 | Higher Ed W/C 0.0088 | Total Costs |
|-----------|--|------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------|-------------------------------|----------------------|------------|---------------|----------------|----------------|------------------------|-----------------------------|-------------|--------------------------|----------------------------|----------------|
| | Parent Liason (.625 FTE) | 5.00 | | 7/1/2020 | 0% | \$15.91 | 89 | \$7,082 | \$143 | \$0 | \$7,225 | \$448 | \$105 | \$553 | \$0 | \$0 | \$0 | \$0 | \$76 | \$7,653 |
| 2900 | | 0.50 | | | | \$15.91 | 173 | \$13,765 | \$853 | \$200 | \$14,818 | \$907 | \$200 | \$1,107 | \$0 | \$0 | \$0 | \$145 | \$15,063 | |
| | Food Services Coordinator(.87 FTE) | 6.00 | | 8/1/2020 | 0% | \$15.91 | 60 | \$5,729 | \$382 | \$540 | \$6,111 | \$379 | \$89 | \$467 | \$752 | \$1,880 | \$0 | \$64 | \$8,523 | |
| 220005310 | | 0.50 | | | | \$15.91 | 143 | \$13,654 | \$880 | \$200 | \$14,194 | \$880 | \$206 | \$1,086 | \$782 | \$2,738 | \$0 | \$149 | \$18,166 | |
| | Supper Coordinator | 2.00 | | 8/1/2020 | 0% | \$15.91 | 47 | \$1,486 | \$93 | \$180 | \$1,579 | \$93 | \$22 | \$114 | \$0 | \$0 | \$0 | \$213 | \$2,698 | |
| 220005320 | | 0.50 | | | | \$15.91 | 102 | \$3,246 | \$0 | \$180 | \$3,426 | \$212 | \$50 | \$262 | \$0 | \$0 | \$0 | \$56 | \$3,724 | |
| | Custodian - Day | 8.00 | | 8/1/2020 | 0% | \$16.39 | 149 | \$4,742 | \$0 | \$180 | \$4,922 | \$305 | \$71 | \$377 | \$0 | \$0 | \$0 | \$52 | \$5,350 | |
| 220000000 | | 1.00 | | | | \$16.39 | 89 | \$11,670 | \$724 | \$3,120 | \$15,514 | \$907 | \$23 | \$119 | \$893 | \$3,760 | \$0 | \$123 | \$16,446 | |
| | Custodian - Night | 8.00 | | 7/16/2020 | 0% | \$16.39 | 173 | \$22,685 | \$0 | \$3,120 | \$25,805 | \$1,600 | \$374 | \$1,974 | \$782 | \$5,475 | \$0 | \$271 | \$33,525 | |
| 220000000 | | 1.00 | | | | \$16.39 | 262 | \$54,355 | \$0 | \$3,120 | \$57,475 | \$2,323 | \$543 | \$2,867 | \$893 | \$9,236 | \$0 | \$393 | \$49,971 | |
| | Custodian - Bridge | 4.00 | | 7/1/2021 | 0% | \$15.45 | 89 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 220000000 | | 0.00 | | | | \$15.45 | 173 | \$1,560 | \$97 | \$1,560 | \$97 | \$23 | \$119 | \$0 | \$0 | \$0 | \$0 | \$16 | \$1,696 | |
| | Instructional Aide - Mental Health | 0.00 | | | 0% | \$0.00 | 53 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 210006512 | | 0.00 | | | 0% | \$0.00 | 155 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | Instructional Aide - Special Ed | 0.00 | | | 0% | \$15.91 | 53 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 210006500 | | 0.00 | | | 0% | \$15.91 | 102 | \$3,246 | \$0 | \$180 | \$3,426 | \$212 | \$50 | \$262 | \$0 | \$0 | \$0 | \$56 | \$3,724 | |
| | Reading Aide | 4.00 | | 12/7/2021 | 0% | \$15.91 | 56 | \$3,865 | \$382 | \$360 | \$4,527 | \$245 | \$57 | \$302 | \$0 | \$0 | \$0 | \$41 | \$4,290 | |
| 210000000 | | 0.00 | | | 0% | \$15.91 | 139 | \$8,848 | \$71 | \$360 | \$9,279 | \$571 | \$134 | \$704 | \$0 | \$0 | \$0 | \$97 | \$10,009 | |
| | Reading Aide | 4.00 | | 8/1/2022 | 0% | \$15.91 | 56 | \$3,865 | \$382 | \$360 | \$4,527 | \$245 | \$57 | \$302 | \$0 | \$0 | \$0 | \$41 | \$4,290 | |
| 210000000 | | 0.00 | | | 0% | \$15.91 | 139 | \$8,848 | \$71 | \$360 | \$9,279 | \$571 | \$134 | \$704 | \$0 | \$0 | \$0 | \$97 | \$10,009 | |
| | Yoga Instructor | 0.00 | | 8/1/2020 | 0% | \$33.95 | 57 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 210000000 | | 0.50 | | | 0% | \$33.95 | 130 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | Yoga Lead Teacher | 0.20 | | 8/21/2019 | 0% | \$41.20 | 11 | \$91 | \$186 | \$288 | \$16 | \$4 | \$22 | \$0 | \$0 | \$0 | \$0 | \$3 | \$313 | |
| 210000000 | | 0.00 | | | 0% | \$41.20 | 25 | \$2,016 | \$247 | \$206 | \$2,469 | \$41 | \$10 | \$50 | \$0 | \$0 | \$0 | \$7 | \$2,577 | |
| | Behavior Technician - (6.5 hr/day) (.69 FTE) | 5.50 | | 8/1/2021 | 0% | \$15.45 | 11 | \$855 | \$2,039 | \$184 | \$2,974 | \$184 | \$43 | \$228 | \$0 | \$0 | \$0 | \$31 | \$3,233 | |
| 2900 | | 0.00 | | | 0% | \$15.45 | 25 | \$2,124 | \$2,549 | \$230 | \$4,674 | \$260 | \$68 | \$358 | \$0 | \$0 | \$0 | \$49 | \$5,080 | |
| | Behavior Technician - (5.5 hr/day) (.69 FTE) | 5.50 | | 8/1/2022 | 0% | \$15.91 | 11 | \$883 | \$2,101 | \$44 | \$3,068 | \$190 | \$44 | \$234 | \$752 | \$0 | \$0 | \$32 | \$3,330 | |
| 2900 | | 0.00 | | | 0% | \$15.91 | 25 | \$2,188 | \$2,626 | \$288 | \$4,814 | \$298 | \$70 | \$368 | \$782 | \$0 | \$0 | \$51 | \$5,523 | |
| | Behavior Technician - (7.5 hr day) (.94 FTE) | 7.50 | | 8/1/2020 | 0% | \$15.91 | 57 | \$6,803 | \$382 | \$675 | \$7,185 | \$445 | \$104 | \$550 | \$752 | \$0 | \$0 | \$75 | \$7,910 | |
| 2900 | | 0.50 | | | 0% | \$15.91 | 130 | \$15,516 | \$1,004 | \$675 | \$17,239 | \$1,004 | \$235 | \$1,239 | \$782 | \$0 | \$0 | \$70 | \$17,999 | |
| | 1 Transitional Kindergarten | 1.00 | | 8/1/2020 | 0% | \$5,149 | 3 | \$15,447 | \$958 | \$224 | \$17,182 | \$752 | \$3,760 | \$0 | \$162 | \$3,760 | \$0 | \$162 | \$20,551 | |
| 11001400 | | 0.00 | | | 0% | \$5,149 | 8 | \$41,191 | \$2,854 | \$597 | \$43,151 | \$782 | \$3,151 | \$782 | \$5,475 | \$0 | \$433 | \$50,250 | | |
| | 2 Kindergarten | 1.00 | | 8/1/2018 | 0% | \$5,217 | 3 | \$15,650 | \$970 | \$227 | \$16,847 | \$390 | \$1,949 | \$0 | \$596 | \$0 | \$164 | \$18,560 | | |

Fortune School of Education
 Salary Budgets
 July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0765 | Medi 0.0145 | Total Rates | Medical Premium Annual Cost | 4.00% No Cal Match | 403b 0.0105 | Pub.Schl Higher Ed W/C 0.0105 | W/C 0.0105 | Total Cases | |
|--|------|----------|-----------------|-----------------------------|--------------------|-------------------|----------|---------------------------|-------------------|------------|-------------|-------------|-------------|-----------------------------|--------------------|-------------|-------------------------------|------------|-------------|-----------|
| 1100/1400 | | | | | \$5,217 | | | | | | | | | | | | | | | \$48,201 |
| Pos #389 | | | | | | 11 | \$5,7382 | \$0 | \$0 | \$4,732 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$67,161 |
| 3 Kindergarten | 1.00 | | 8/1/2020 | 0% | \$5,189 | 3 | \$15,568 | \$965 | \$226 | \$15,568 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #390 | | | | | | 8 | \$41,516 | \$2,674 | \$602 | \$3,176 | \$782 | \$5,475 | \$0 | \$436 | \$0 | \$50,603 | | | | \$50,603 |
| 1100 | | | | | | 11 | \$57,084 | \$0 | \$0 | \$57,084 | \$4,367 | \$828 | \$4,367 | \$8,236 | \$0 | \$5,989 | \$0 | \$599 | \$0 | \$71,286 |
| 4 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5,317 | 3 | \$15,951 | \$989 | \$231 | \$15,951 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #391 | | | | | | 8 | \$42,536 | \$2,637 | \$617 | \$3,264 | \$782 | \$5,475 | \$0 | \$447 | \$0 | \$51,711 | | | | \$51,711 |
| 1100 | | | | | | 11 | \$58,466 | \$0 | \$0 | \$58,466 | \$4,474 | \$848 | \$4,474 | \$8,236 | \$0 | \$6,14 | \$0 | \$614 | \$0 | \$72,910 |
| 5 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5,149 | 3 | \$15,447 | \$958 | \$224 | \$15,447 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #392 | | | | | | 8 | \$41,191 | \$2,554 | \$597 | \$3,151 | \$782 | \$5,475 | \$0 | \$433 | \$0 | \$50,250 | | | | \$50,250 |
| 1100 | | | | | | 11 | \$56,638 | \$0 | \$0 | \$56,638 | \$4,333 | \$821 | \$4,333 | \$8,236 | \$0 | \$5,955 | \$0 | \$595 | \$0 | \$70,802 |
| 6 2nd Grade | 1.00 | | 8/1/2021 | 0% | \$5,233 | 3 | \$15,700 | \$973 | \$228 | \$15,700 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #393 | | | | | | 8 | \$41,867 | \$2,696 | \$607 | \$3,203 | \$782 | \$5,475 | \$0 | \$440 | \$0 | \$50,810 | | | | \$50,810 |
| 1100 | | | | | | 11 | \$57,568 | \$0 | \$0 | \$57,568 | \$4,404 | \$835 | \$4,404 | \$8,236 | \$0 | \$6,004 | \$0 | \$604 | \$0 | \$71,516 |
| 7 K-5 Teacher | 1.00 | | 8/1/2021 | 0% | \$5,081 | 3 | \$15,243 | \$945 | \$221 | \$15,243 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #394 | | | | | | 8 | \$40,648 | \$2,520 | \$569 | \$3,110 | \$782 | \$5,475 | \$0 | \$427 | \$0 | \$49,484 | | | | \$49,484 |
| 1100 | | | | | | 11 | \$55,891 | \$0 | \$0 | \$55,891 | \$4,276 | \$810 | \$4,276 | \$8,236 | \$0 | \$5,857 | \$0 | \$587 | \$0 | \$68,237 |
| 8 K-5 Teacher | 1.00 | | 8/1/2021 | 0% | \$5,081 | 3 | \$15,243 | \$945 | \$221 | \$15,243 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #395 | | | | | | 8 | \$40,648 | \$2,520 | \$569 | \$3,110 | \$782 | \$5,475 | \$0 | \$427 | \$0 | \$49,484 | | | | \$49,484 |
| 1100 | | | | | | 11 | \$55,891 | \$0 | \$0 | \$55,891 | \$4,276 | \$810 | \$4,276 | \$8,236 | \$0 | \$5,857 | \$0 | \$587 | \$0 | \$68,237 |
| 9 K-5 Teacher | 1.00 | | 8/1/2021 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$215 | \$14,799 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #396 | | | | | | 8 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$782 | \$5,475 | \$0 | \$414 | \$0 | \$47,993 | | | | \$47,993 |
| 1100 | | | | | | 11 | \$54,263 | \$0 | \$0 | \$54,263 | \$4,151 | \$787 | \$4,151 | \$7,196 | \$0 | \$5,70 | \$0 | \$570 | \$0 | \$66,180 |
| 10 K-5 Teacher | 1.00 | | 8/1/2022 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$215 | \$14,799 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #397 | | | | | | 8 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$782 | \$5,475 | \$0 | \$414 | \$0 | \$47,993 | | | | \$47,993 |
| 1100 | | | | | | 11 | \$54,263 | \$0 | \$0 | \$54,263 | \$4,151 | \$787 | \$4,151 | \$7,196 | \$0 | \$5,70 | \$0 | \$570 | \$0 | \$66,180 |
| 11 K-5 Teacher | 1.00 | | 8/1/2022 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$215 | \$14,799 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #398 | | | | | | 8 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$782 | \$5,475 | \$0 | \$414 | \$0 | \$47,993 | | | | \$47,993 |
| 1100 | | | | | | 11 | \$54,263 | \$0 | \$0 | \$54,263 | \$4,151 | \$787 | \$4,151 | \$7,196 | \$0 | \$5,70 | \$0 | \$570 | \$0 | \$66,180 |
| 12 Middle School Teacher | 1.00 | | 8/1/2022 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$215 | \$14,799 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #399 | | | | | | 8 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$782 | \$5,475 | \$0 | \$414 | \$0 | \$47,993 | | | | \$47,993 |
| 1100 | | | | | | 11 | \$54,263 | \$0 | \$0 | \$54,263 | \$4,151 | \$787 | \$4,151 | \$7,196 | \$0 | \$5,70 | \$0 | \$570 | \$0 | \$66,180 |
| 13 Middle School Teacher | 1.00 | | 8/1/2022 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$215 | \$14,799 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #400 | | | | | | 8 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$782 | \$5,475 | \$0 | \$414 | \$0 | \$47,993 | | | | \$47,993 |
| 1100 | | | | | | 11 | \$54,263 | \$0 | \$0 | \$54,263 | \$4,151 | \$787 | \$4,151 | \$7,196 | \$0 | \$5,70 | \$0 | \$570 | \$0 | \$66,180 |
| 14 PE Teacher | 8.00 | | 8/1/2020 | 0% | \$33 | 65 | \$17,416 | \$1,080 | \$253 | \$17,416 | \$3,364 | \$828 | \$4,366 | \$7,159 | \$0 | \$5,989 | \$0 | \$599 | \$0 | \$133,555 |
| Pos #401 | | | | | | 333 | \$39,655 | \$2,459 | \$575 | \$3,034 | \$782 | \$5,475 | \$0 | \$416 | \$0 | \$48,051 | | | | \$48,051 |
| 1100 | | | | | | 213 | \$57,071 | \$0 | \$0 | \$57,071 | \$4,366 | \$828 | \$4,366 | \$8,236 | \$0 | \$6,14 | \$0 | \$614 | \$0 | \$72,910 |
| Education Specialist | 1.00 | | 8/1/2019 | 0% | \$5,540 | 3 | \$16,621 | \$1,030 | \$241 | \$16,621 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #402 | | | | | | 8 | \$44,322 | \$2,748 | \$643 | \$3,391 | \$782 | \$5,475 | \$0 | \$465 | \$0 | \$58,408 | | | | \$58,408 |
| 11006500 | | | | | | 11 | \$60,942 | \$0 | \$0 | \$60,942 | \$4,662 | \$884 | \$4,662 | \$8,236 | \$0 | \$6,40 | \$0 | \$640 | \$0 | \$73,501 |
| Performing Arts Teachers (Title I) ART | 0.50 | | 8/1/2020 | 0% | \$6,797 | 3 | \$10,195 | \$632 | \$148 | \$10,195 | \$2,887 | \$605 | \$4,390 | \$4,787 | \$405 | \$2,838 | \$0 | \$603 | \$0 | \$20,683 |
| Pos #403 | | | | | | 8 | \$27,188 | \$1,686 | \$394 | \$2,080 | \$782 | \$5,475 | \$0 | \$4285 | \$0 | \$32,291 | | | | \$32,291 |
| 1100/0010 | | | | | | 11 | \$37,383 | \$2,318 | \$542 | \$2,860 | \$4,366 | \$828 | \$4,366 | \$8,236 | \$0 | \$5,989 | \$0 | \$599 | \$0 | \$71,286 |
| Parent Academy Presenters | 7.00 | | | | | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1900 | | | | | | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 7.5 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Workshops | 2900 | | | | | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday Instructors | 2.00 | | Per Sat | | \$100.00 | 8 | \$1,600 | \$99 | \$23 | \$1,729 | \$23 | \$23 | \$23 | \$23 | \$0 | \$23 | \$0 | \$23 | \$0 | \$1,739 |
| 1100/3010 | | | | | | 8 | \$1,600 | \$99 | \$23 | \$1,729 | \$23 | \$23 | \$23 | \$23 | \$0 | \$23 | \$0 | \$23 | \$0 | \$1,739 |

Fortune School of Education
 Salary Budgets
 July 1, 2022 - June 30, 2023

| Position | FTE | Increase | 3.00% Rate | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustmer | Subs for Sick Days | Total Comp | FICA 0.022 | Medi 0.0145 | Total Raises | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4.00% So Cal No Cal | 4% 403b Match | Pub Schi W/C | Higher Ed W/C | Total Costs |
|---|-------|----------|---------------|-----------------------------------|--------------------------|-----------------------|--------------------|------------------------------|-----------------------|--------------------|-----------------|-----------------|------------------|------------------------|-----------------------------|------------------------|---------------------|-----------------|------------------|--------------------|
| | | | Daily rate | | \$200 | | | | | | | | | | | | | | | |
| Substitute Teachers (1/2 sick/2 float/1 misc) | 14.00 | | | | \$200 | 0 | \$42,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (no subs for Principal/Ed Specialist) | | | | | \$200 | 15 | \$42,000 | \$0 | \$0 | \$42,000 | \$2,604 | \$609 | \$3,213 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Subtotal Site Salaries for TCP | | | | | | | \$1,366,032 | \$11,813 | \$10,481 | \$1,388,326 | \$86,076 | \$20,131 | \$106,207 | \$267,455 | \$6,875 | \$14,877 | \$0 | \$0 | \$0 | \$1,783,439 |

1130

Fortune School of Education
 Salary Budgets
 July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.082 | Medi 0.0145 | Total Rates | Medical Mo. Premium | 4.00% No Cal | 4.00% So Cal | 403b Match | 4% Match | Pub.Schd W/C 0.0105 | Higher Ed W/C 0.0088 | Total Costs | |
|---|------|----------|-----------------|-----------------------------|--------------------|-------------------|----------|---------------------------|-------------------|------------|------------|-------------|-------------|---------------------|--------------|--------------|------------|----------|---------------------|----------------------|-------------|----------|
| Fortune School County-wide | | | | | | | | | | | | | | | | | | | | | | |
| 41 Athletic Director | 1.00 | | 8/1/2016 | 100% | \$5,303 | 4 | \$21,213 | \$308 | \$1,623 | \$1,546 | \$7,732 | \$849 | \$223 | \$31,640 | | | | | | | | \$31,640 |
| 23000500 | | | | yes for 700 | \$5,303 | 8 | \$42,427 | \$615 | \$3,246 | \$1,608 | \$11,258 | \$1,697 | \$445 | \$59,073 | | | | | | | | \$59,073 |
| Admin Assistant Stipend | 1.00 | | | 0% | \$2,500 | 1 | \$63,640 | \$0 | \$0 | \$3,946 | \$923 | \$4,868 | \$2,546 | \$90,712 | | | | | | | | \$90,712 |
| 24000500 | | | | | \$2,500 | 0 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$2,716 | | | | | | | | \$2,716 |
| Boys Basketball- Head Stipend 5-8 | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$2,718 | | | | | | | | \$2,718 |
| Boys Basketball- Assistant Stipend 5-8 | 1.00 | | | 0% | \$1,250 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$1,250 | 1 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$1,359 | | | | | | | | \$1,359 |
| Boys Basketball- Head Stipend High School | 1.00 | | | 0% | \$5,000 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$5,000 | 1 | \$5,000 | \$310 | \$73 | \$383 | \$0 | \$0 | \$0 | \$5,435 | | | | | | | | \$5,435 |
| Boys Basketball- Assistant Stipend High School | 1.00 | | | 0% | \$1,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$1,500 | 1 | \$1,500 | \$93 | \$22 | \$115 | \$0 | \$0 | \$0 | \$1,631 | | | | | | | | \$1,631 |
| Girls Basketball- Head Stipend 5-8 | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$2,716 | | | | | | | | \$2,716 |
| Girls Basketball- Assistant Stipend 5-8 | 1.00 | | | 0% | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| Girls Basketball- Head Stipend High School | 1.00 | | | 0% | \$5,000 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$5,000 | 1 | \$5,000 | \$310 | \$73 | \$383 | \$0 | \$0 | \$0 | \$5,435 | | | | | | | | \$5,435 |
| Girls Basketball- Assistant Stipend High School | 1.00 | | | 0% | \$1,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$1,500 | 1 | \$1,500 | \$93 | \$22 | \$115 | \$0 | \$0 | \$0 | \$1,631 | | | | | | | | \$1,631 |
| Basketball Development (Intramurals) Not in 20-21 | 0.00 | | | 0% | \$500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| Rugby Development (Intramurals) Not in 20-21 | 0.00 | | | 0% | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| Boys Track- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$2,718 | | | | | | | | \$2,718 |
| Boys Track- Assistant Stipend High School | 1.00 | | | 0% | \$1,250 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$1,250 | 1 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$1,359 | | | | | | | | \$1,359 |
| Girls Track- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$2,718 | | | | | | | | \$2,718 |
| Girls Track- Assistant Stipend High School | 1.00 | | | 0% | \$1,250 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$1,250 | 1 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$1,359 | | | | | | | | \$1,359 |
| Boys Soccer- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$2,716 | | | | | | | | \$2,716 |
| Boys Soccer - Assistant Stipend High School | 1.00 | | | 0% | \$1,000 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$1,000 | 1 | \$1,000 | \$62 | \$15 | \$77 | \$0 | \$0 | \$0 | \$1,087 | | | | | | | | \$1,087 |
| Girls Soccer - Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$2,716 | | | | | | | | \$2,716 |
| Girls Soccer - Assistant Stipend High School | 1.00 | | | 0% | \$1,000 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$1,000 | 1 | \$1,000 | \$62 | \$15 | \$77 | \$0 | \$0 | \$0 | \$1,087 | | | | | | | | \$1,087 |
| Boys Volleyball- Head Stipend High School | 1.00 | | | 0% | \$2,500 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| 21000500 | | | | | \$2,500 | 1 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$2,716 | | | | | | | | \$2,716 |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | 1.00 Vacant | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Salary | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0745 | Medi 0.0145 | Total Taxes | Medical Mo. Premium | 4.00% No Cal Annual Cost | 403b Match | Pub.Sch/ W/C 0.0105 | Higher Ed W/C 0.0088 | Total Costs |
|--|------|-------------------------------|----------|-----------------|-----------------------------|----------------------|-------------------|-----------|---------------------------|-------------------|------------|-------------|-------------|-------------|---------------------|--------------------------|------------|---------------------|----------------------|-------------|
| Boys Volleyball - Assistant Stipend High School | 1.00 | Vacant | | | 0% | \$1,000 | 0 | \$1,000 | \$0 | \$0 | \$1,000 | \$52 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,087 |
| Girls Volleyball - Head Stipend High School | 1.00 | Vacant | | | 0% | \$2,500 | 1 | \$2,500 | \$0 | \$0 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,718 |
| Girls Volleyball - Assistant Stipend High School | 1.00 | Vacant | | | 0% | \$1,000 | 1 | \$1,000 | \$0 | \$0 | \$1,000 | \$52 | \$15 | \$77 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,087 |
| Cheer - Head Stipend 5-8 | 1.00 | Vacant | | | 0% | \$2,500 | 1 | \$2,500 | \$0 | \$0 | \$2,500 | \$155 | \$36 | \$191 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,718 |
| Cheer - Assistant Stipend 5-8 | 1.00 | Luedt, N | | | 0% | \$1,250 | 1 | \$1,250 | \$0 | \$0 | \$1,250 | \$78 | \$18 | \$96 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,359 |
| Cheer - Head Stipend High School | 1.00 | Vacant | | | 0% | \$6,000 | 1 | \$6,000 | \$0 | \$0 | \$6,000 | \$372 | \$87 | \$459 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,522 |
| Cheer - Assistant Stipend High School | 1.00 | Vacant | | | 0% | \$0 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Music Director Develop Drumline - Program 030 | 1.00 | Stefan,Diabose Pos #634 | | 7/1/2019 | 0% | \$9,254 | 4 | \$33,015 | \$0 | \$0 | \$33,015 | \$2,047 | \$479 | \$2,526 | \$1,961 | \$0 | \$0 | \$0 | \$0 | \$37 |
| Sub Total Athletics and Drumline | | | | | | \$215,685 | | \$215,685 | \$0 | \$0 | \$215,685 | \$14,336 | \$2,577 | \$7,577 | \$24,040 | \$24,065 | \$0 | \$1,040 | \$0 | \$131,747 |
| Fortune School Principal | 1.00 | Howard | | 7/1/2017 | 100% | \$7,980 | 4 | \$31,841 | \$1,974 | \$462 | \$33,815 | \$2,047 | \$479 | \$2,526 | \$1,961 | \$0 | \$0 | \$0 | \$0 | \$37 |
| Lead Science Teacher Stipend | 1.00 | Vacant | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$0 | \$0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$174 |
| Lead Teacher K-2 Stipend | 1.00 | Vacant | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$0 | \$0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$174 |
| Lead Teacher 3-5 Stipend | 1.00 | Vacant | | 7/1/2016 | | \$1,650 | 0 | \$1,650 | \$0 | \$0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$0 | \$0 | \$174 |
| Office Manager | 8.00 | Sims | | 11/1/2014 | 100% | \$25,58 | 89 | \$17,930 | \$456 | \$540 | \$18,211 | \$1,129 | \$264 | \$1,393 | \$1,266 | \$6,331 | \$728 | \$191 | \$26,655 | |
| School Secretary | 8.00 | Velasquez, Janet 11/5 Pos# 32 | | 8/3/2018 | 0% | \$19,33 | 89 | \$13,759 | \$853 | \$0 | \$14,592 | \$853 | \$200 | \$1,053 | \$786 | \$3,928 | \$0 | \$144 | \$18,885 | |
| Parent Liaison | 8.00 | Johnson Pos# 33 | | 10/23/2013 | 100% | \$24,76 | 89 | \$17,630 | \$1,093 | \$393 | \$18,211 | \$1,129 | \$264 | \$1,393 | \$1,266 | \$6,331 | \$728 | \$191 | \$26,655 | |
| Food Services Coordinator | 6.00 | Andrews, J Pos# 34 | | 1/23/2012 | 0% | \$19,00 | 60 | \$6,839 | \$456 | \$540 | \$7,295 | \$452 | \$106 | \$558 | \$0 | \$0 | \$0 | \$77 | \$7,930 | |
| Supper Coordinator | 2.00 | Andrews, J Pos# 35 | | 8/6/2014 | 0% | \$19,00 | 47 | \$1,786 | \$111 | \$180 | \$1,997 | \$111 | \$26 | \$137 | \$0 | \$0 | \$0 | \$19 | \$1,941 | |
| Food Service Coordinator Aide | 2.00 | Vacant | | 8/1/2021 | 0% | \$16,39 | 54 | \$1,770 | \$393 | \$390 | \$2,164 | \$134 | \$31 | \$166 | \$0 | \$0 | \$0 | \$0 | \$23 | |
| Custodian - Day | 8.00 | Flores, Ariana Pos# 37 | | 10/24/2016 | 0% | \$18,82 | 89 | \$13,399 | \$831 | \$120 | \$14,220 | \$831 | \$194 | \$1,025 | \$880 | \$4,388 | \$0 | \$141 | \$18,862 | |
| Custodian - Night | 8.00 | Doezer, Nina Pos# 114 | | 1/19/2021 | 0% | \$16,88 | 89 | \$12,020 | \$745 | \$174 | \$12,819 | \$745 | \$174 | \$920 | \$1,262 | \$6,410 | \$0 | \$26 | \$19,745 | |
| Custodial - Bridge | 4.00 | Jackson, Brandon Pos# 115 | | 11/09/2020 | 0% | \$19,00 | 89 | \$6,991 | \$433 | \$228 | \$7,652 | \$433 | \$101 | \$535 | \$0 | \$0 | \$0 | \$73 | \$7,600 | |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | 3.00% Increase Date | % of Year Eligible for Increase | Gross Monthly | Months/Hours Paid | Salary | Synopsis/Other Adj | Subs for Six Days | Total Comp | FICA 0.075 | Medi 0.0145 | Total Rate | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% Match | Pub.Sch Higher Ed W/C 0.0105 | Total 0.0088 | |
|---|------------------------|---------------------------------------|---------------------------------|---------------|-------------------|----------|--------------------|-------------------|------------|------------|-------------|------------|---------------------|--------------------------|----------|------------------------------|--------------|----------|
| 210006512 Instructional Aide - Mental Health (1.00 FTE) (supports HI, ID, BM) | 8.00 (3.50) 0.50 | 9/12/2012 | 0% | \$19.96 | 59 | \$9,284 | \$479 | \$720 | \$10,483 | \$805 | \$142 | \$11,288 | \$1,726 | \$0 | \$0 | \$0 | \$13.03 | \$10,152 |
| 210006512 Instructional Aide - Mental Health (1.00 FTE) (3.20) Pos #582 | 8.00 (3.50) 0.50 | 2/6/2017 | 0% | \$18.44 | 59 | \$9,261 | \$443 | \$693 | \$10,757 | \$805 | \$126 | \$11,562 | \$666 | \$1,955 | \$0 | \$0 | \$9.91 | \$10,567 |
| 210006512 Instructional Aide - Mental Health (1.00 FTE) (7.60 Phylipain, Corina) (supports RR 1st grade) | 8.00 (3.10) 0.50 | 2/3/2020 | 0% | \$16.88 | 59 | \$7,865 | \$405 | \$684 | \$9,154 | \$683 | \$114 | \$9,837 | \$602 | \$0 | \$0 | \$0 | \$3.93 | \$9,435 |
| 21000000 Instructional Aide - RTI | 8.00 (3.50) 0.50 | 10/24/2013 | 100% | \$19.96 | 59 | \$9,284 | \$479 | \$720 | \$10,483 | \$805 | \$142 | \$11,288 | \$1,726 | \$5,729 | \$1,283 | \$0 | \$3.93 | \$13,335 |
| 21000000 Yoga Instructor | 2.00 0.50 | 8/21/2019 | 0% | \$45.02 | 57 | \$5,132 | \$0 | \$540 | \$5,672 | \$352 | \$82 | \$6,024 | \$434 | \$0 | \$0 | \$0 | \$6.00 | \$6,166 |
| 21000000 Yoga Lead Teacher | 0.20 0.00 | 8/21/2019 | 0% | \$45.02 | 25 | \$2,250 | \$276 | \$360 | \$2,626 | \$165 | \$31 | \$2,791 | \$38 | \$0 | \$0 | \$0 | \$3.53 | \$2,829 |
| 21000000 Behavior Aide - (Title 1) | 4.00 (3.50) 0.25 | 10/8/2019 | 0% | \$16.88 | 56 | \$3,664 | \$203 | \$360 | \$4,227 | \$240 | \$56 | \$4,467 | \$296 | \$0 | \$0 | \$0 | \$4.41 | \$4,202 |
| 21000000 Reading Aide | 4.00 0.00 0.25 | 10/3/2016 | 100% | \$18.44 | 56 | \$4,131 | \$221 | \$360 | \$4,712 | \$270 | \$63 | \$4,982 | \$333 | \$0 | \$0 | \$1.74 | \$4,965 | |
| 2900 Behavior Technician | 5.50 0.00 | 8/17/2016 | 0% | \$18.45 | 54 | \$5,479 | \$443 | \$360 | \$6,282 | \$921 | \$192 | \$7,473 | \$466 | \$0 | \$0 | \$0 | \$6.22 | \$6,437 |
| 2900 Behavior Technician (94FTE) | 5.50 0.50 | 1/5/2021 | 0% | \$16.39 | 54 | \$4,888 | \$393 | \$360 | \$5,641 | \$326 | \$76 | \$6,007 | \$403 | \$0 | \$0 | \$0 | \$5.55 | \$5,719 |
| 2900 Behavior Technician (94FTE) | 7.50 0.50 | 3/23/2015 | 0% | \$19.00 | 127 | \$18,123 | \$456 | \$675 | \$19,254 | \$1,190 | \$278 | \$20,422 | \$1,466 | \$0 | \$0 | \$0 | \$2.02 | \$20,872 |
| 1100/1400 1 Kindergarten | 1.00 | 8/1/2019 | 0% | \$5,504 | 3 | \$16,513 | \$1,024 | \$0 | \$17,537 | \$239 | \$126 | \$18,262 | \$811 | \$4,056 | \$0 | \$0 | \$1.73 | \$22,005 |
| 1100/1400 2 Kindergarten | 1.00 | 8/1/2020 | 0% | \$5,401 | 11 | \$60,547 | \$0 | \$0 | \$60,547 | \$3,754 | \$978 | \$65,279 | \$506 | \$9,962 | \$0 | \$0 | \$6.96 | \$75,776 |
| 1100/1400 3 1st Grade | 1.00 | 8/1/2014 | 0% | \$5,387 | 3 | \$16,161 | \$1,002 | \$0 | \$17,163 | \$234 | \$819 | \$18,982 | \$852 | \$5,964 | \$0 | \$0 | \$1.70 | \$21,663 |
| 1100/1400 4 2nd Grade - Math/Science | 1.00 | 8/1/2019 | 0% | \$5,359 | 3 | \$16,077 | \$997 | \$0 | \$17,074 | \$233 | \$120 | \$18,267 | \$407 | \$10,060 | \$0 | \$0 | \$6.22 | \$24,471 |
| 1100/1400 5 1st Grade | 1.00 | 8/1/2020 | 0% | \$5,373 | 3 | \$16,119 | \$999 | \$0 | \$17,118 | \$234 | \$819 | \$18,982 | \$852 | \$5,964 | \$0 | \$0 | \$1.69 | \$21,432 |
| 1100/1400 6 3rd Grade - ELARSS | 1.00 | 8/6/2014 | 100% | \$6,404 | 3 | \$19,213 | \$1,191 | \$0 | \$20,404 | \$279 | \$126 | \$21,663 | \$1,165 | \$6,823 | \$769 | \$0 | \$2.02 | \$27,477 |
| 1100/1400 7 3rd Grade - Math/Science | 1.00 | 10/8/2015 | 0% | \$5,504 | 11 | \$60,547 | \$0 | \$0 | \$60,547 | \$3,754 | \$978 | \$65,279 | \$506 | \$9,962 | \$0 | \$0 | \$6.96 | \$75,776 |
| 1100/1400 8 4th & 5th Grade - Math/Science | 1.00 | 8/2/2018 | 0% | \$5,490 | 3 | \$16,471 | \$1,021 | \$0 | \$17,492 | \$239 | \$126 | \$18,717 | \$1,130 | \$6,652 | \$0 | \$0 | \$1.73 | \$23,596 |
| 1100/1400 9 Kindergarten | 1.00 | 8/1/2019 | 0% | \$5,801 | 3 | \$17,404 | \$1,079 | \$0 | \$18,483 | \$252 | \$131 | \$19,764 | \$901 | \$4,504 | \$0 | \$0 | \$1.83 | \$23,423 |
| 1100/1400 Early/Kindergarten Teacher | 0.00 | Vacant - FILL if we offer January ESK | 0% | \$0 | 6 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100/1400 10 2nd Grade - ELARSS | 1.00 | 8/1/2019 | 75% | \$5,476 | 3 | \$16,429 | \$1,019 | \$0 | \$17,448 | \$238 | \$125 | \$18,612 | \$445 | \$3,352 | \$463 | \$0 | \$1.73 | \$19,686 |
| 1100/1400 1100 | 1.00 | 8/1/2019 | 75% | \$5,476 | 3 | \$16,429 | \$1,019 | \$0 | \$17,448 | \$238 | \$125 | \$18,612 | \$445 | \$3,352 | \$463 | \$0 | \$1.73 | \$19,686 |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0262 | Medi 0.0145 | Total Taxes | Mo. Premium | 4.00% No Cal | 4.00% So Cal | 403b Match | 4% Match | Pub.Schd W/C 0.0105 | Higher Ed W/C 0.0088 | Total Costs |
|--|--------|----------|-----------------|-----------------------------|--------------------|-------------------|-------------|---------------------------|-------------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|------------|----------|---------------------|----------------------|-------------|
| 11 4th & 5th Grade - ELASS | 1.00 | | 8/1/2014 | 100% | \$6,137 | 3 | \$18,412 | \$18,412 | \$0 | \$18,412 | \$1,142 | \$267 | \$1,408 | \$492 | \$2,462 | \$736 | \$193 | \$0 | \$0 | \$0 | \$23,212 |
| 1100 | | | | | \$6,137 | 11 | \$49,098 | \$49,098 | \$0 | \$67,510 | \$3,044 | \$979 | \$5,164 | \$512 | \$3,585 | \$1,964 | \$516 | \$0 | \$0 | \$0 | \$58,210 |
| 12 K-5 Teacher | 1.00 | | 8/1/2021 | 0% | \$5,233 | 3 | \$15,700 | \$973 | \$0 | \$16,673 | \$973 | \$228 | \$1,201 | \$757 | \$3,786 | \$0 | \$165 | \$0 | \$0 | \$0 | \$20,852 |
| 1100 | | | | | \$5,233 | 11 | \$41,867 | \$41,867 | \$0 | \$57,568 | \$2,596 | \$907 | \$3,203 | \$787 | \$5,512 | \$0 | \$440 | \$0 | \$0 | \$0 | \$51,022 |
| 13 1st Grade | 1.00 | | 8/1/2021 | 0% | \$5,233 | 3 | \$15,700 | \$973 | \$0 | \$16,673 | \$973 | \$228 | \$1,201 | \$757 | \$3,786 | \$0 | \$165 | \$0 | \$0 | \$0 | \$20,852 |
| 1100 | | | | | \$5,233 | 11 | \$41,867 | \$41,867 | \$0 | \$57,568 | \$2,596 | \$907 | \$3,203 | \$787 | \$5,512 | \$0 | \$440 | \$0 | \$0 | \$0 | \$51,022 |
| 14 PE Teacher | 1.00 | | 8/19/2015 | 0% | \$6,373 | 3 | \$16,119 | \$989 | \$0 | \$17,108 | \$989 | \$234 | \$1,233 | \$460 | \$2,251 | \$0 | \$169 | \$0 | \$0 | \$0 | \$19,773 |
| 1100 | | | | | \$6,373 | 11 | \$42,884 | \$42,884 | \$0 | \$59,103 | \$3,288 | \$923 | \$3,288 | \$451 | \$5,529 | \$0 | \$621 | \$0 | \$0 | \$0 | \$50,002 |
| Education Specialist | 1.00 | | 12/11/2019 | 0% | \$6,137 | 3 | \$18,412 | \$1,142 | \$0 | \$19,554 | \$1,142 | \$267 | \$1,408 | \$492 | \$2,462 | \$736 | \$193 | \$0 | \$0 | \$0 | \$24,254 |
| 1100/6500 | | | | | \$6,137 | 11 | \$49,098 | \$49,098 | \$0 | \$67,510 | \$3,044 | \$979 | \$5,164 | \$512 | \$3,585 | \$1,964 | \$516 | \$0 | \$0 | \$0 | \$69,774 |
| Performing Arts | 0.50 | | 8/1/2020 | 0% | \$7,001 | 3 | \$10,501 | \$651 | \$0 | \$11,152 | \$651 | \$152 | \$803 | \$782 | \$1,955 | \$0 | \$110 | \$0 | \$0 | \$0 | \$13,370 |
| 1100/3010 | | | | | \$7,001 | 11 | \$38,504 | \$38,504 | \$0 | \$52,003 | \$4,006 | \$2,142 | \$6,148 | \$813 | \$2,847 | \$0 | \$294 | \$0 | \$0 | \$0 | \$33,287 |
| Parent Academy Presenters | 3.00 | | Per Sat | | \$75.00 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1900 | | | | | \$75.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 7.5 | \$119 | \$119 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| 2900 | | | | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Saturday Instructors | 3.00 | | Per Sat | | \$100.00 | 8 | \$2,400 | \$2,400 | \$0 | \$2,400 | \$149 | \$35 | \$184 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,609 |
| 1100/3010 | | | | | \$100.00 | 8 | \$2,400 | \$2,400 | \$0 | \$2,400 | \$149 | \$35 | \$184 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,609 |
| Substitute Teachers (12 sick/2 fteater/1 misc) | 14.00 | | Daily rate | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1130 | | | | | \$200 | 15 | \$42,000 | \$42,000 | \$0 | \$42,000 | \$2,604 | \$609 | \$3,213 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$45,213 |
| Subtotal Site Salaries for FS | | | | | | | \$1,601,204 | \$5,086 | \$13,272 | \$1,619,562 | \$100,413 | \$23,484 | \$123,897 | | \$258,402 | \$17,259 | \$17,005 | \$0 | \$0 | \$0 | \$2,036,124 |
| William Lee College Prep | 1.00 | | 6/2/2008 | 100% | \$9,137 | 4 | \$36,548 | \$2,266 | \$530 | \$38,314 | \$2,266 | \$937 | \$4,687 | \$937 | \$4,687 | \$1,462 | \$384 | \$0 | \$0 | \$0 | \$45,877 |
| 1300 | | | | | \$9,137 | 12 | \$73,097 | \$73,097 | \$0 | \$109,645 | \$4,532 | \$1,080 | \$5,592 | \$6,824 | \$6,824 | \$2,924 | \$768 | \$0 | \$0 | \$0 | \$89,204 |
| Assistant Principal - Elem | 0.00 | | | 0% | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Teacher - Elementary | 2.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Science Teacher Stipend | 1.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Office Manager (split funded) | 8.00 | | 9/8/2015 | 100% | \$29,56 | 89 | \$14,019 | \$889 | \$203 | \$15,111 | \$1,165 | \$3,878 | \$591 | \$147 | \$19,678 | \$0 | \$0 | \$0 | \$0 | \$0 | \$36,359 |
| 2400 | | | | | \$29,56 | 173 | \$27,251 | \$27,251 | \$0 | \$41,270 | \$2,559 | \$598 | \$3,157 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$46,037 |
| School Secretary - WLCP | 8.00 | | 7/16/2013 | 100% | \$21,12 | 89 | \$15,039 | \$932 | \$218 | \$16,179 | \$2,044 | \$602 | \$2,646 | \$158 | \$27,172 | \$0 | \$0 | \$0 | \$0 | \$0 | \$47,831 |
| 2400 | | | | | \$21,12 | 173 | \$29,234 | \$29,234 | \$0 | \$44,273 | \$2,745 | \$642 | \$3,387 | \$25,106 | \$1,771 | \$465 | \$0 | \$0 | \$0 | \$0 | \$75,003 |
| Parent Liaison (split funded) | 66.60% | | | 0% | \$0.00 | 89 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2900/0000 | | | | | \$0.00 | 173 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Food Services Coordinator (split funded) | 6.00 | | 8/16/2012 | 100% | \$19.00 | 60 | \$4,555 | \$304 | \$360 | \$5,219 | \$695 | \$163 | \$858 | \$1,112 | \$2,593 | \$449 | \$118 | \$0 | \$0 | \$0 | \$7,256 |
| 2200/6310 | | | | | \$19.00 | 203 | \$15,410 | \$304 | \$360 | \$16,074 | \$997 | \$233 | \$1,230 | \$4,373 | \$643 | \$169 | \$0 | \$0 | \$0 | \$0 | \$22,489 |
| Supper Coordinator (split funded) | 2.00 | | 11/17/2014 | 100% | \$19.00 | 47 | \$1,189 | \$74 | \$17 | \$1,263 | \$91 | \$207 | \$1,470 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,340 |
| 2200/5320 | | | | | \$19.00 | 149 | \$3,170 | \$0 | \$120 | \$3,290 | \$241 | \$56 | \$286 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,544 |
| Food Service Coordinator Aide (split funded) | 4.00 | | 8/1/2021 | 0% | \$16.39 | 54 | \$2,568 | \$262 | \$240 | \$2,808 | \$38 | \$84 | \$443 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,848 |
| 2200/6310 | | | | | \$16.39 | 181 | \$7,803 | \$262 | \$240 | \$8,405 | \$521 | \$122 | \$643 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$9,136 |
| Custodian-Night (WLCP) | 8.00 | | 1/19/2021 | 0% | \$16.39 | 89 | \$11,670 | \$724 | \$189 | \$12,573 | \$395 | \$197 | \$594 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$14,663 |
| 1100 | | | | | \$16.39 | 173 | \$22,685 | \$3,120 | \$374 | \$26,179 | \$411 | \$2,879 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$30,229 |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustor | Subs for Stk Use | Total Comp | FICA 0.92% | Medi 0.0145% | Total Medi Mo. Premium Annual Cost | 4.00% No Cal 4.00% No Cal Medical | 4% Match | Pub-Sch WIC 0.0105 0.0088 | Higher Ed WIC 0.0105 0.0088 | Total | |
|--|------------------------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------------------|-----------------------------|---------------------|----------------------|--------------------|-----------------|--|---|--------------------|------------------------------------|--------------------------------------|--------------|----------------------|
| 22000/0000 Custodian-Day (W/LCP) | 8.00 1.00 | | 8/14/2017 | 0% | \$17.91 \$17.91 | 173 87 | \$12,752 \$24,789 | \$0 | \$3,120 | \$16,872 \$27,909 | \$2,323 \$4,165 | \$543 \$185 | \$2,867 \$4,350 | \$0 \$490 | \$4,856 \$3,430 | \$393 \$293 | \$0 \$134 | \$0 \$293 | \$45,592 \$33,766 |
| 22000/0000 Instructional Aide- SPED (W/LCP) (supports K-5-SPED scholars) | 8.00 (3.50) 0.50 | | 8/1/2020 | 0% | \$16.39 \$16.39 | 59 142 | \$7,622 \$17,632 | \$393 | \$720 | \$8,015 \$18,652 | \$497 \$1,156 | \$116 \$270 | \$813 \$1,427 | \$782 \$813 | \$1,955 \$4,803 | \$84 \$196 | \$0 \$0 | \$0 \$0 | \$23,121 \$33,789 |
| 21000/6500 Instructional Aide- RTI (W/LCP)(Title I) | 8.00 (3.50) 0.50 | | 10/17/2019 | 0% | \$19.00 \$19.00 | 59 142 | \$8,834 \$20,784 | \$456 | \$720 | \$9,290 \$21,504 | \$676 \$1,333 | \$135 \$332 | \$711 \$813 | \$782 \$813 | \$1,955 \$2,847 | \$98 \$226 | \$0 \$0 | \$0 \$0 | \$12,054 \$26,222 |
| 21000/3010 Instructional Aide- RTI (W/LCP)(Title I) | 3.00 0.00 | | 1/11/2021 | 0% | \$16.39 \$16.39 | 56 139 | \$2,754 \$6,535 | \$393 | \$360 | \$3,147 \$7,195 | \$195 \$446 | \$46 \$104 | \$241 \$550 | \$0 \$0 | \$0 \$0 | \$33 \$76 | \$0 \$0 | \$0 \$0 | \$3,421 \$7,821 |
| 21000/3010 Instructional Aide- Mental Health (1 FTE) (supports JT @ W/LCP) | 8.00 (3.50) 0.50 | | 10/26/2020 | 0% | \$16.39 \$16.39 | 59 142 | \$7,622 \$17,632 | \$393 | \$720 | \$8,015 \$18,652 | \$497 \$1,156 | \$116 \$270 | \$813 \$1,427 | \$782 \$813 | \$1,955 \$4,803 | \$84 \$196 | \$0 \$0 | \$0 \$0 | \$23,121 \$33,789 |
| 21000/3310 Instructional Aide- SPED (IDEA) (supports GW-2nd grade) | 8.00 (3.50) 0.50 | | 1/26/2018 | 0% | \$19.38 \$19.38 | 59 142 | \$9,013 \$21,925 | \$465 | \$720 | \$9,478 \$21,925 | \$588 \$1,359 | \$318 \$455 | \$725 \$1,677 | \$0 \$0 | \$0 \$0 | \$100 \$230 | \$0 \$0 | \$0 \$0 | \$10,303 \$23,832 |
| 21000/0000 Instructional Aide- Special Ed (W/LCP) (supports K-5-SPED scholars) | 5.50 (1.00) 0.00 | | 9/14/2015 | 0% | \$19.38 \$19.38 | 56 139 | \$5,932 \$14,937 | \$465 | \$360 | \$6,397 \$15,947 | \$397 \$927 | \$93 \$217 | \$489 \$1,143 | \$0 \$0 | \$0 \$0 | \$67 \$157 | \$0 \$0 | \$0 \$0 | \$6,954 \$16,248 |
| 21000/6500 Reading Aide (W/LCP) | 8.00 (3.50) 0.50 | | 8/1/2020 | 0% | \$16.39 \$16.39 | 59 142 | \$7,622 \$17,632 | \$393 | \$720 | \$8,015 \$18,652 | \$497 \$1,156 | \$116 \$270 | \$813 \$1,427 | \$782 \$813 | \$1,955 \$4,803 | \$84 \$196 | \$0 \$0 | \$0 \$0 | \$10,668 \$23,121 |
| 21000/0000 Yoga Instructor | 4.20 0.00 | | 8/26/2019 | 0% | \$36.02 \$36.02 | 57 130 | \$8,622 \$19,665 | \$0 | \$0 | \$8,622 \$19,665 | \$535 \$1,219 | \$125 \$285 | \$660 \$1,504 | \$0 \$0 | \$0 \$0 | \$91 \$206 | \$0 \$0 | \$0 \$0 | \$9,372 \$21,376 |
| 21000/0000 Yoga Lead Teacher | 0.20 0.00 | | 8/21/2019 | 0% | \$45.02 \$45.02 | 25 36 | \$2,256 \$3,244 | \$468 | \$225 | \$2,724 \$3,688 | \$30 \$64 | \$5 \$15 | \$24 \$78 | \$0 \$0 | \$0 \$0 | \$3 \$8 | \$0 \$0 | \$0 \$0 | \$3,043 \$3,783 |
| 21000/0000 Instructional Aide - Short Term Position (Fortune Reads - REWARDS) | 0.00 | | END POSITION | | \$15.00 | 50 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2900 Behavior Technician (W/LCP) | 8.00 0.50 | | 1/6/2020 | 0% | \$16.88 \$16.88 | 57 130 | \$7,698 \$17,918 | \$405 | \$360 | \$8,104 \$18,378 | \$502 \$1,111 | \$118 \$260 | \$200 \$459 | \$620 \$1,371 | \$1,955 \$4,803 | \$85 \$188 | \$0 \$0 | \$0 \$0 | \$10,764 \$22,524 |
| 2900 Behavior Technician (W/LCP) | 7.50 0.50 | | 10/17/2016 | 0% | \$18.45 \$18.45 | 57 130 | \$7,887 \$18,682 | \$443 | \$675 | \$8,332 \$19,157 | \$516 \$1,157 | \$121 \$271 | \$637 \$1,428 | \$0 \$0 | \$0 \$0 | \$87 \$196 | \$0 \$0 | \$0 \$0 | \$9,054 \$20,285 |
| 11000/400 1 4th & 5th Grade - ELA/SS | 1.00 | | 7/20/2015 | 0% | \$5,583 \$5,583 | 3 8 | \$16,779 \$44,743 | \$0 | \$0 | \$16,779 \$44,743 | \$1,040 \$2,774 | \$243 \$649 | \$488 \$1,284 | \$2,489 \$6,423 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$20,727 \$52,259 |
| 11000/400 2 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5,460 \$5,460 | 3 8 | \$16,471 \$43,023 | \$0 | \$0 | \$16,471 \$43,023 | \$1,021 \$2,723 | \$230 \$637 | \$461 \$1,280 | \$2,007 \$5,458 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$20,911 \$51,911 |
| 11000/400 3 2nd Grade - ELA/SS | 1.00 | | 7/29/2015 | 0% | \$5,359 \$5,359 | 3 8 | \$16,077 \$42,872 | \$0 | \$0 | \$16,077 \$42,872 | \$997 \$2,658 | \$233 \$622 | \$458 \$1,280 | \$3,911 \$10,694 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$21,387 \$52,296 |
| 11000/400 4 3rd Grade - Math/Science | 1.00 | | 7/29/2015 | 0% | \$5,593 \$5,593 | 3 8 | \$16,779 \$44,743 | \$0 | \$0 | \$16,779 \$44,743 | \$1,040 \$2,774 | \$243 \$649 | \$488 \$1,284 | \$2,489 \$6,423 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$26,222 \$60,260 |
| 11000/400 5 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5,463 \$5,463 | 3 8 | \$16,388 \$43,700 | \$0 | \$0 | \$16,388 \$43,700 | \$1,016 \$2,709 | \$238 \$634 | \$413 \$1,125 | \$2,067 \$5,430 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$19,880 \$50,512 |
| 11000/400 6 4th & 5th Grade - Math/Science | 1.00 | | 7/9/2015 | 0% | \$6,390 \$6,390 | 3 8 | \$19,170 \$51,121 | \$0 | \$0 | \$19,170 \$51,121 | \$1,189 \$3,169 | \$278 \$741 | \$467 \$1,280 | \$1,467 \$4,000 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$23,194 \$56,998 |
| 11000/400 7 1st Grade | 1.00 | | 8/1/2021 | 0% | \$5,233 \$5,233 | 3 8 | \$15,100 \$41,487 | \$0 | \$0 | \$15,100 \$41,487 | \$973 \$2,594 | \$238 \$637 | \$401 \$1,120 | \$757 \$2,067 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$20,652 \$51,911 |
| 11000/400 8 Kindergarten | 1.00 | | 8/6/2019 | 75% | \$5,359 \$5,359 | 3 8 | \$16,077 \$42,872 | \$0 | \$0 | \$16,077 \$42,872 | \$997 \$2,658 | \$233 \$622 | \$458 \$1,280 | \$3,911 \$10,694 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$22,461 \$54,444 |
| 11000/400 9 Kindergarten | 1.00 | | 8/1/2020 | 0% | \$5,359 \$5,359 | 3 8 | \$16,077 \$42,872 | \$0 | \$0 | \$16,077 \$42,872 | \$997 \$2,658 | \$233 \$622 | \$458 \$1,280 | \$3,911 \$10,694 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$21,387 \$51,911 |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.62% | Medal 0.0145% | Total Tra | Medical Mo. Premium | 4.00% No Cal | 403b Match | 4% 403b | Pub.Sch/ W/C 0.0105% | Higher Ed W/C 0.0088% | Total 0.0208% | |
|--|-------|----------|-----------------|-----------------------------|--------------------|-------------------|--------------------|---------------------------|-------------------|----------------|-----------------|-----------------|------------------|---------------------|------------------|-----------------|-----------------|----------------------|-----------------------|--------------------|----------|
| 1100 | | | | | \$5,359 | 11 | \$58,949 | \$0 | \$0 | \$58,949 | \$3,655 | \$622 | \$4,510 | \$813 | \$5,684 | \$0 | \$0 | \$0 | \$0 | \$0 | \$52,946 |
| 1100/1400 | 1.00 | | 8/16/2012 | 100% | \$5,490 | 3 | \$16,471 | \$0 | \$0 | \$16,471 | \$1,021 | \$239 | \$1,260 | \$1,483 | \$1,714 | \$0 | \$0 | \$0 | \$0 | \$0 | \$25,977 |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,920 | 3 | \$17,760 | \$0 | \$0 | \$17,760 | \$1,101 | \$258 | \$1,359 | \$782 | \$3,911 | \$0 | \$0 | \$0 | \$0 | \$0 | \$23,216 |
| 12 2nd Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,303 | 3 | \$15,910 | \$0 | \$0 | \$15,910 | \$1,005 | \$986 | \$1,200 | \$942 | \$4,709 | \$0 | \$0 | \$0 | \$0 | \$0 | \$22,003 |
| 13 PE Teacher (WLCP) | 1.00 | | 8/1/2019 | 0% | \$5,476 | 3 | \$16,429 | \$0 | \$0 | \$16,429 | \$1,019 | \$238 | \$1,257 | \$948 | \$4,740 | \$0 | \$0 | \$0 | \$0 | \$0 | \$22,599 |
| Education Specialist (WLCP) | 1.00 | | 8/1/2019 | 0% | \$5,401 | 3 | \$16,203 | \$0 | \$0 | \$16,203 | \$1,005 | \$235 | \$1,239 | \$470 | \$3,268 | \$0 | \$0 | \$0 | \$0 | \$0 | \$20,008 |
| Performing Arts Teacher (split funded) | 6.00 | | 9/30/2019 | 0% | \$45,89 | 66 | \$12,104 | \$0 | \$0 | \$12,104 | \$750 | \$176 | \$926 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$13,157 |
| Parent Academy Presenters | 1.00 | | | | \$75.00 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Child Care for Parent Workshops | 2.00 | | | | \$200 | 15 | \$39,000 | \$0 | \$0 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,983 |
| Saturday Instructors | 4.00 | | | | \$100.00 | 8 | \$3,200 | \$0 | \$0 | \$3,200 | \$198 | \$46 | \$245 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,478 |
| Substitute Teachers (12 sick/2 flex/1 mtc) (no subs for Principal/Ed. Specialist/Intervention) | 13.00 | | | | \$200 | 15 | \$39,000 | \$0 | \$0 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,983 |
| Subtotal Site Salaries for WLCP | | | | | \$1,478,580 | | \$1,495,979 | \$4,860 | \$12,539 | \$1,442 | \$92,751 | \$21,692 | \$114,442 | | \$218,595 | \$12,790 | \$15,708 | \$0 | \$0 | \$1,857,514 | |
| Ephraim Williams College Prep | 1.00 | | | | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Principal - Middle School | 1.00 | | | | \$0 | 12 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Assistant Principal - Middle School | 1.00 | | 7/1/2020 | 100% | \$6,556 | 4 | \$26,225 | \$0 | \$0 | \$26,225 | \$1,626 | \$380 | \$2,006 | \$1,539 | \$7,693 | \$1,049 | \$275 | \$0 | \$0 | \$0 | \$37,249 |
| Lead Science Teacher Stipend | 1.00 | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| PE Department Chair | 1.00 | | | | \$5,000 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Office Manager (split funded) | 8.00 | | 9/8/2015 | 100% | \$29,56 | 89 | \$7,031 | \$0 | \$0 | \$7,031 | \$436 | \$102 | \$538 | \$1,165 | \$1,945 | \$281 | \$74 | \$0 | \$0 | \$0 | \$9,689 |
| School Secretary - EWCP | 8.00 | | 7/1/2018 | 0% | \$19,33 | 89 | \$13,759 | \$0 | \$0 | \$13,759 | \$853 | \$200 | \$1,053 | \$894 | \$4,471 | \$0 | \$0 | \$0 | \$0 | \$0 | \$19,428 |
| Parent Liaison (split funded) | 0.00 | | | | \$0.00 | 89 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Food Services Coordinator (split funded) | 6.00 | | 8/16/2012 | 100% | \$19.00 | 60 | \$2,284 | \$152 | \$151 | \$2,437 | \$151 | \$35 | \$186 | \$1,070 | \$893 | \$97 | \$26 | \$0 | \$0 | \$0 | \$3,639 |
| Supper Coordinator (split funded) | 2.00 | | 11/17/2014 | 100% | \$19.00 | 47 | \$596 | \$37 | \$60 | \$636 | \$37 | \$9 | \$46 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$672 |
| Food Service Coordinator Aide (split funded) | 4.00 | | 8/1/2020 | 0% | \$16.39 | 54 | \$1,183 | \$131 | \$81 | \$1,314 | \$81 | \$19 | \$101 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,428 |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Rate | % of Year Eligible for 4.00% | Gross Monthly Salary | Months/ Hours Paid | Salary | Symposium Other Adjuster | Subs for Six Days | Total Comp | FICA 0.076 | Medi 0.0145 | Total Rate | Medical Mo. Mo. | 4.00% No Cal Annual Cost | 4% Match | Pub.Sch W/C | Higher Ed W/C | Total |
|--|------------------------|----------|---------------|------------------------------------|----------------------------|-----------------------|----------------------|-----------------------------|----------------------|----------------------|---------------------|------------------|--------------------|--------------------|-----------------------------|------------------|----------------|------------------|----------------------------------|
| Custodian-Day (EWCP) | 8.00 1.00 | | 8/24/2020 | 0% | \$16.39 \$16.39 | 69 69 | \$11,670 \$11,670 | \$0 \$0 | \$3,120 \$3,120 | \$26,805 \$26,805 | \$724 \$724 | \$169 \$169 | \$193 \$193 | \$1,123 \$1,123 | \$5,614 \$5,614 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$18,248 \$18,248 |
| Custodian-Bridge (EWCP) | 4.00 0.00 | | 9/16/2020 | 0% | \$16.39 \$16.39 | 89 173 | \$6,032 \$11,823 | \$197 \$0 | \$480 \$480 | \$6,032 \$17,854 | \$374 \$733 | \$87 \$171 | \$904 \$904 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$6,557 \$12,851 |
| Custodian-Day (EWCP) | 0.00 0.00 | | | 0% | \$15.00 \$15.00 | 89 262 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 |
| Instructional Aide- SPED (EWCP) (supports multiple students with SAI minutes) | 8.00 (3.50) 0.50 | | 9/1/2015 | 0% | \$17.39 \$17.39 | 59 201 | \$8,088 \$19,244 | \$417 \$417 | \$720 \$720 | \$8,503 \$26,247 | \$527 \$1,224 | \$123 \$286 | \$651 \$2,161 | \$482 \$501 | \$1,204 \$2,958 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$10,447 \$23,215 \$33,663 |
| Behavior Technician- All Day (EWCP) | 8.00 0.50 | | 10/3/2016 | 0% | \$18.45 \$18.45 | 57 187 | \$8,412 \$19,165 | \$443 \$443 | \$720 \$720 | \$8,855 \$26,760 | \$549 \$1,783 | \$128 \$417 | \$677 \$1,523 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$9,625 \$21,637 \$31,262 |
| Behavior Technician- All Day (EWCP) | 0.00 0.50 | | | 0% | \$16.39 \$16.39 | 57 130 | \$0 \$0 | \$393 \$0 | \$0 \$0 | \$393 \$0 | \$24 \$24 | \$6 \$6 | \$30 \$30 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$4 \$4 |
| Behavior Technician (EWCP) | 8.00 0.50 | | 8/17/2016 | 0% | \$16.88 \$16.88 | 57 130 | \$7,698 \$17,918 | \$405 \$405 | \$360 \$360 | \$8,104 \$26,022 | \$502 \$1,613 | \$118 \$377 | \$620 \$1,991 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$85 \$188 |
| 1 7th Grade - ELA/SS | 1.00 | | 8/1/2019 | 0% | \$5,476 \$5,476 | 3 11 | \$16,429 \$60,241 | \$0 \$0 | \$0 \$0 | \$16,429 \$60,241 | \$1,019 \$3,735 | \$238 \$873 | \$1,957 \$6,608 | \$877 \$10,773 | \$4,386 \$10,773 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$1,735 \$6,608 |
| 2 6th Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,463 \$5,463 | 3 11 | \$16,398 \$43,700 | \$0 \$0 | \$0 \$0 | \$16,398 \$43,700 | \$1,016 \$3,343 | \$238 \$813 | \$1,254 \$3,911 | \$782 \$813 | \$3,911 \$5,694 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$1,724 \$5,197 |
| 3 8th Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,303 \$5,303 | 3 11 | \$15,910 \$42,427 | \$0 \$0 | \$0 \$0 | \$15,910 \$42,427 | \$896 \$3,617 | \$231 \$846 | \$1,217 \$4,463 | \$782 \$913 | \$3,911 \$5,694 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$1,677 \$5,197 |
| 4 7th & 8th Grade - Math | 1.00 | | 8/1/2020 | 0 | \$7,001 \$7,001 | 3 8 | \$21,002 \$56,006 | \$0 \$0 | \$0 \$0 | \$21,002 \$56,006 | \$3,472 \$10,416 | \$912 \$2,824 | \$1,607 \$4,240 | \$813 \$2,460 | \$3,911 \$5,694 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$2,674 \$6,668 |
| 5 7th & 8th Grade - Science | 1.00 | | 8/1/2020 | 0% | \$6,778 \$6,778 | 3 11 | \$20,334 \$54,224 | \$0 \$0 | \$0 \$0 | \$20,334 \$54,224 | \$1,281 \$3,362 | \$295 \$813 | \$1,556 \$4,148 | \$782 \$813 | \$3,911 \$5,694 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$2,174 \$5,197 |
| 6 6th Grade - Math/Science | 1.00 | | 7/25/2016 | 100% | \$5,401 \$5,401 | 3 11 | \$16,203 \$45,207 | \$0 \$0 | \$0 \$0 | \$16,203 \$45,207 | \$1,005 \$3,683 | \$235 \$861 | \$1,239 \$3,287 | \$2,295 \$5,710 | \$11,477 \$28,167 | \$648 \$2,376 | \$170 \$624 | \$0 \$0 | \$29,737 \$55,404 \$85,141 |
| Middle School Teacher-Music | | | 9/1/2017 | 0% | \$0 \$0 | 3 8 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 |
| 7 Middle School Teacher-Elective (Leadership) | 0.25 | | 8/1/2020 | 0% | \$5,552 \$5,552 | 3 8 | \$4,164 \$11,104 | \$0 \$0 | \$0 \$0 | \$4,164 \$11,104 | \$258 \$888 | \$60 \$161 | \$319 \$849 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$44 \$117 |
| 8 PE Teacher (EWCP) | 1.00 | | 8/1/2020 | 100% | \$5,476 \$5,476 | 3 11 | \$16,429 \$53,172 | \$0 \$0 | \$0 \$0 | \$16,429 \$53,172 | \$1,019 \$3,735 | \$238 \$873 | \$1,257 \$3,552 | \$782 \$813 | \$3,911 \$5,694 | \$657 \$2,470 | \$173 \$660 | \$0 \$0 | \$22,427 \$55,070 \$77,497 |
| Education Specialist (EWCP) | 0.50 | | 8/1/2019 | 0% | \$5,706 \$5,706 | 3 8 | \$8,660 \$22,826 | \$0 \$0 | \$0 \$0 | \$8,660 \$22,826 | \$531 \$1,415 | \$124 \$331 | \$124 \$331 | \$655 \$1,746 | \$1,461 \$5,320 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$90 \$240 \$330 |
| 1100/6500 | | | 9/30/2019 | 0% | \$45.89 \$45.89 | 66 213 | \$6,070 \$19,590 | \$0 \$0 | \$0 \$0 | \$6,070 \$19,590 | \$376 \$1,215 | \$88 \$294 | \$464 \$1,489 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$64 \$206 |
| 1100/3010 | | | | | \$75.00 \$75.00 | 0 0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 |
| 1900 | | | | | \$15.90 \$15.90 | 7.5 0 | \$119 \$119 | \$0 \$0 | \$0 \$0 | \$119 \$119 | \$7 \$7 | \$2 \$2 | \$9 \$9 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$1 \$1 |
| 2900 | | | Per Sat | | \$100.00 \$100.00 | 12 12 | \$7,200 \$7,200 | \$0 \$0 | \$0 \$0 | \$7,200 \$7,200 | \$446 \$1,104 | \$551 \$551 | \$551 \$551 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$76 \$76 |
| 1100/3010 | | | Daily rate | | \$200 \$200 | 15 15 | \$2,175 \$2,175 | \$0 \$0 | \$0 \$0 | \$2,175 \$2,175 | \$349 \$349 | \$315 \$315 | \$1,664 \$1,664 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$0 \$0 | \$28 \$28 |

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustments | Subs for Sick Days | Total Comp | FICA 0.062 | Medi 0.0145 | Total Medi | 4.00% No Cal Medical Mo. Premium Annual Cost | 4% Match | Pub.Sch/ WIC 0.0105 | Higher Ed WIC 0.0088 | Total |
|--|------|----------|-----------------|-----------------------------|--------------------|-------------------|----------|-----------------------------|--------------------|------------|------------|-------------|------------|--|----------|---------------------|----------------------|-------|
| Subtotal Site Salaries for EWCP | | | | | | | | | | | | | | | | | | |
| | | | | | \$836,604 | \$2,139 | \$5,761 | \$844,703 | \$52,372 | \$12,248 | \$64,620 | \$148,550 | \$9,161 | \$8,869 | \$0 | \$1,076,904 | | |
| 1300 | 1.00 | | 7/1/2018 | 100% | \$7,728 | 4 | \$30,914 | \$1,917 | \$448 | \$2,365 | \$2,451 | \$12,285 | \$800 | \$25 | \$46,659 | | | |
| | | | | | \$7,728 | 12 | \$31,228 | \$3,742 | \$0 | \$37,970 | \$3,742 | \$17,664 | \$1,800 | \$949 | \$35,531 | | | |
| 1300 | 1.00 | | | 0% | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | |
| | | | | | \$0 | 12 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | |
| 1300 | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | |
| | | | | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$1,776 | \$102 | \$24 | \$1,794 | \$174 | \$1,794 | | | |
| 1300 | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | |
| | | | | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$1,776 | \$102 | \$24 | \$1,794 | \$174 | \$1,794 | | | |
| 1300 | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | |
| | | | | | \$1,650 | 0 | \$1,650 | \$102 | \$24 | \$1,776 | \$102 | \$24 | \$1,794 | \$174 | \$1,794 | | | |
| 1300 | 0.00 | | | | \$0 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | |
| | | | | | \$0 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | | |
| 1300/2010 | 8.00 | | 7/19/2016 | 0% | \$25.57 | 173 | \$45,389 | \$2,194 | \$513 | \$2,707 | \$1,061 | \$7,426 | \$372 | \$45,864 | | | | |
| | | | | | \$25.57 | 262 | \$53,534 | \$3,323 | \$777 | \$4,100 | \$12,527 | \$563 | \$0 | \$70,784 | | | | |
| 2400 | 8.00 | | 7/18/2016 | 0% | \$19.33 | 89 | \$13,759 | \$853 | \$200 | \$1,053 | \$2,281 | \$11,404 | \$0 | \$144 | \$26,360 | | | |
| | | | | | \$19.33 | 262 | \$40,505 | \$2,511 | \$587 | \$3,099 | \$28,008 | \$0 | \$425 | \$0 | \$72,037 | | | |
| 2400 | 5.00 | | 9/9/2013 | 0% | \$25.09 | 89 | \$11,364 | \$226 | \$185 | \$871 | \$0 | \$0 | \$0 | \$120 | \$12,981 | | | |
| | | | | | \$25.09 | 262 | \$32,865 | \$226 | \$480 | \$2,531 | \$0 | \$0 | \$0 | \$228 | \$33,589 | | | |
| 2900 | 6.00 | | 4/24/2017 | 0% | \$17.39 | 60 | \$6,260 | \$417 | \$97 | \$511 | \$0 | \$0 | \$0 | \$70 | \$7,258 | | | |
| | | | | | \$17.39 | 203 | \$14,920 | \$959 | \$224 | \$1,183 | \$0 | \$0 | \$0 | \$162 | \$16,805 | | | |
| 2200/0310 | 0.50 | | 4/24/2017 | 0% | \$17.39 | 47 | \$1,635 | \$101 | \$24 | \$1,759 | \$125 | \$0 | \$0 | \$17 | \$1,777 | | | |
| | | | | | \$17.39 | 149 | \$3,727 | \$231 | \$54 | \$2,451 | \$180 | \$0 | \$0 | \$39 | \$4,052 | | | |
| 2200/0320 | 2.50 | | 8/1/2021 | 0% | \$17.39 | 54 | \$2,765 | \$417 | \$360 | \$450 | \$5 | \$212 | \$0 | \$29 | \$3,005 | | | |
| | | | | | \$17.39 | 181 | \$7,869 | \$417 | \$360 | \$450 | \$5 | \$212 | \$0 | \$29 | \$8,563 | | | |
| 2200/0310 | 8.00 | | 9/9/2015 | 0% | \$19.00 | 89 | \$13,529 | \$839 | \$196 | \$1,035 | \$0 | \$0 | \$0 | \$142 | \$14,706 | | | |
| | | | | | \$19.00 | 262 | \$39,927 | \$2,663 | \$623 | \$3,285 | \$0 | \$0 | \$0 | \$451 | \$46,684 | | | |
| 2200/0000 | 8.00 | | 7/1/2017 | 0% | \$17.91 | 89 | \$12,752 | \$791 | \$185 | \$976 | \$917 | \$4,596 | \$0 | \$134 | \$18,448 | | | |
| | | | | | \$17.91 | 262 | \$32,909 | \$1,730 | \$405 | \$2,135 | \$954 | \$6,677 | \$0 | \$293 | \$37,013 | | | |
| 2200/0000 | 4.00 | | 10/21/2020 | 0% | \$16.39 | 89 | \$5,835 | \$197 | \$480 | \$6,032 | \$374 | \$87 | \$461 | \$0 | \$63 | \$6,557 | | |
| | | | | | \$16.39 | 262 | \$11,718 | \$197 | \$480 | \$11,854 | \$1,107 | \$259 | \$1,366 | \$0 | \$187 | \$12,851 | | |
| 2200/0000 | 8.00 | | 10/27/2016 | 0% | \$18.45 | 59 | \$8,878 | \$443 | \$720 | \$9,021 | \$559 | \$131 | \$660 | \$0 | \$95 | \$9,805 | | |
| | | | | | \$18.45 | 201 | \$23,159 | \$443 | \$720 | \$23,922 | \$1,655 | \$434 | \$2,089 | \$0 | \$219 | \$27,229 | | |
| 2100/0512 | 8.00 | | 9/1/2015 | 0% | \$19.00 | 59 | \$8,835 | \$456 | \$720 | \$9,291 | \$576 | \$135 | \$711 | \$0 | \$98 | \$10,100 | | |
| | | | | | \$19.00 | 201 | \$23,022 | \$456 | \$720 | \$23,798 | \$1,909 | \$447 | \$2,356 | \$0 | \$323 | \$33,477 | | |
| 2100/0512 | 7.80 | | 10/15/2020 | 0% | \$16.39 | 59 | \$7,628 | \$473 | \$111 | \$894 | \$0 | \$0 | \$0 | \$0 | \$80 | \$8,292 | | |
| | | | | | \$16.39 | 142 | \$17,001 | \$1,096 | \$256 | \$1,853 | \$0 | \$0 | \$0 | \$0 | \$186 | \$19,223 | | |
| 2100/0512 | 7.80 | | 12/16/2020 | 0% | \$16.39 | 59 | \$7,205 | \$393 | \$684 | \$8,183 | \$367 | \$193 | \$1,055 | \$0 | \$266 | \$0 | | |
| | | | | | \$16.39 | 128 | \$15,257 | \$688 | \$231 | \$1,919 | \$813 | \$0 | \$0 | \$0 | \$80 | \$10,947 | | |
| 2100/0512 | 7.80 | | 11/12/2019 | 0% | \$16.88 | 187 | \$22,492 | \$393 | \$684 | \$23,569 | \$461 | \$342 | \$1,803 | \$0 | \$247 | \$0 | | |
| | | | | | \$16.88 | 128 | \$15,174 | \$405 | \$684 | \$16,398 | \$1,017 | \$238 | \$1,254 | \$477 | \$2,813 | \$19,698 | | |
| 2100/0512 | 0.50 | | | | \$23.166 | 187 | \$23,166 | \$405 | \$684 | \$24,256 | \$1,504 | \$352 | \$1,856 | \$0 | \$255 | \$0 | | |

Fortune School of Education
 Salary Budgets
 July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for Hire | Gross Monthly | Months/Hours Paid | Salary | Symposium Other Adj. Six Days | Total Comp. | FICA 0.923 | Medi 0.0145 | Total Rate | Medical Mo. Premium Annual Cost | 4.00% No Cal | 4% Match | Pub.Sch Higher Ed W/C 0.0105 | W/C 0.0088 | Total 0.0088 |
|---|------------------------|----------|-----------------|-----------------------------|--------------------|-------------------|----------------------|-------------------------------|----------------------|--------------------|-------------|----------------------|---------------------------------|--------------|----------|------------------------------|------------|--------------|
| 2100/3010 Instructional Aide - RTI (Title I) | 5.50 (1.00) 0.00 | | | 0% | \$16.39 \$16.39 | 66 66 | \$5,416 \$5,409 | \$393 | \$5,409 \$12,334 | \$335 \$414 | \$78 | \$5,487 \$12,334 | \$0 | \$0 | \$0 | \$0 | \$0 | \$5,980 |
| 2100 Reading Aide | 5.00 (0.50) 0.00 | | | 0% | \$16.39 \$16.39 | 56 139 | \$4,573 \$11,653 | \$393 | \$4,573 \$11,653 | \$335 \$723 | \$72 | \$4,908 \$11,653 | \$0 | \$0 | \$0 | \$0 | \$0 | \$5,398 |
| 2100/0000 Yoga Lead Teacher | 0.20 0.00 | | 8/21/2019 | 0% | \$45.02 \$45.02 | 25 36 | \$2,250 \$3,240 | \$225 \$468 | \$2,250 \$3,240 | \$185 \$1,035 | \$5 | \$2,255 \$3,245 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,245 |
| 2900 Behavior Technician | 5.50 0.00 | | | 0% | \$16.39 \$16.39 | 54 127 | \$4,868 \$11,449 | \$393 | \$4,868 \$11,449 | \$326 \$732 | \$76 | \$5,203 \$11,449 | \$0 | \$0 | \$0 | \$0 | \$0 | \$5,719 |
| 2900 Behavior Technician | 7.50 0.50 | | 7/1/2016 | 0% | \$19.00 \$19.00 | 130 187 | \$8,121 \$26,644 | \$456 | \$8,121 \$26,644 | \$532 \$1,722 | \$124 | \$8,656 \$27,775 | \$476 \$2,125 | \$1,191 | \$0 | \$0 | \$0 | \$10,515 |
| 1100 1 3rd Grade - ELASS | 1.00 | | 8/1/2020 | 0% | \$5,303 \$5,303 | 3 8 | \$15,910 \$42,427 | \$0 | \$15,910 \$42,427 | \$986 \$2,630 | \$231 | \$16,127 \$45,057 | \$3,911 | \$0 | \$0 | \$0 | \$0 | \$21,205 |
| 1100/1400 2 Kindergarten | 1.00 | | 8/1/2019 | 0% | \$5,594 \$5,594 | 11 | \$16,513 \$49,347 | \$0 | \$16,513 \$49,347 | \$1,024 \$2,724 | \$230 | \$16,743 \$52,071 | \$5,383 | \$0 | \$0 | \$0 | \$0 | \$22,126 |
| 1100/1400 3 3rd Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,476 \$5,476 | 3 11 | \$16,429 \$60,241 | \$0 | \$16,429 \$60,241 | \$1,019 \$3,735 | \$238 | \$17,257 \$63,976 | \$813 | \$0 | \$0 | \$0 | \$0 | \$21,770 |
| 1100/1400 4 4th Grade - Self contained | 1.00 | | 8/1/2020 | 0% | \$5,345 \$5,345 | 3 11 | \$16,035 \$56,159 | \$0 | \$16,035 \$56,159 | \$894 \$2,651 | \$233 | \$16,268 \$58,810 | \$3,911 | \$0 | \$0 | \$0 | \$0 | \$21,341 |
| 1100/1400 5 Kindergarten | 1.00 | | 8/1/2020 | 0% | \$5,359 \$5,359 | 3 11 | \$16,077 \$56,949 | \$0 | \$16,077 \$56,949 | \$897 \$2,655 | \$233 | \$16,310 \$63,604 | \$3,911 | \$0 | \$0 | \$0 | \$0 | \$21,387 |
| 1100/1400 6 Kindergarten | 1.00 | | 8/3/2016 | 100% | \$7,020 \$7,020 | 3 11 | \$21,060 \$66,159 | \$0 | \$21,060 \$66,159 | \$1,306 \$3,482 | \$305 | \$22,366 \$69,641 | \$3,911 | \$842 | \$0 | \$0 | \$0 | \$36,626 |
| 1100 7 5th Grade - ELASS | 1.00 | | 10/21/2016 | 0% | \$5,917 \$5,917 | 11 | \$15,622 \$49,536 | \$0 | \$15,622 \$49,536 | \$889 \$2,651 | \$231 | \$16,111 \$52,187 | \$0 | \$0 | \$0 | \$0 | \$0 | \$17,940 |
| 1100 8 1st Grade | 1.00 | | 8/1/2019 | 0% | \$5,476 \$5,476 | 3 11 | \$16,203 \$63,812 | \$0 | \$16,203 \$63,812 | \$1,005 \$3,735 | \$238 | \$17,208 \$67,547 | \$434 | \$0 | \$0 | \$0 | \$0 | \$20,030 |
| 1100 9 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5,345 \$5,345 | 3 11 | \$16,035 \$56,159 | \$0 | \$16,035 \$56,159 | \$894 \$2,651 | \$233 | \$16,268 \$58,810 | \$3,911 | \$0 | \$0 | \$0 | \$0 | \$21,341 |
| 1100 10 2nd Grade - Math/Science | 1.00 | | 8/13/2018 | 0% | \$5,401 \$5,401 | 3 11 | \$16,203 \$63,812 | \$0 | \$16,203 \$63,812 | \$1,005 \$3,735 | \$238 | \$17,208 \$67,547 | \$434 | \$0 | \$0 | \$0 | \$0 | \$20,030 |
| 1100 11 5th Grade - Math/Science | 1.00 | | 8/1/2014 | 100% | \$7,594 \$7,594 | 3 11 | \$22,783 \$69,754 | \$0 | \$22,783 \$69,754 | \$1,413 \$3,981 | \$330 | \$24,193 \$73,735 | \$2,072 | \$911 | \$0 | \$0 | \$0 | \$36,035 |
| 1100/1400 K-5 Teacher | 0.00 | | | 0% | \$5,390 \$5,390 | 3 11 | \$16,035 \$56,159 | \$0 | \$16,035 \$56,159 | \$894 \$2,651 | \$233 | \$16,268 \$58,810 | \$3,911 | \$0 | \$0 | \$0 | \$0 | \$21,341 |
| 1100 12 2nd Grade - ELASS | 1.00 | | 8/3/2016 | 100% | \$7,230 \$7,230 | 3 11 | \$21,691 \$67,844 | \$0 | \$21,691 \$67,844 | \$1,345 \$3,566 | \$315 | \$23,036 \$71,410 | \$3,911 | \$868 | \$0 | \$0 | \$0 | \$32,940 |
| 1100 Leadership Teacher | 0.00 | | | 0% | \$5,552 \$5,552 | 3 11 | \$16,429 \$56,241 | \$0 | \$16,429 \$56,241 | \$1,019 \$3,735 | \$238 | \$17,257 \$60,976 | \$813 | \$0 | \$0 | \$0 | \$0 | \$21,060 |
| 1100 13 PE Teacher | 1.00 | | 8/1/2019 | 0% | \$5,476 \$5,476 | 3 11 | \$16,203 \$63,812 | \$0 | \$16,203 \$63,812 | \$1,005 \$3,735 | \$238 | \$17,208 \$67,547 | \$434 | \$0 | \$0 | \$0 | \$0 | \$20,030 |
| 1100/6500 Education Specialist | 1.00 | | 12/1/2020 | 100% | \$4,933 \$4,933 | 3 11 | \$14,789 \$54,263 | \$0 | \$14,789 \$54,263 | \$918 \$3,364 | \$215 | \$15,103 \$47,627 | \$643 | \$592 | \$0 | \$0 | \$0 | \$17,322 |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0262 | Medl 0.0145 | Total Rates | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% Match | Pub-Sch W/C 0.0105 0.0105 | Higher Ed W/C 0.0268 | Total Costs |
|--|------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|-------------|------------------------------|----------------------|-------------|----------------|----------------|----------------|------------------------|-----------------------------|-------------|------------------------------------|----------------------------|----------------|
| 13000/3010 | 0.00 | | 7/1/2016 | 0.00% | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Performing Arts Dept. Chair Sliogard | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 11000/3010 | 4.00 | | 8/1/2020 | 0.00% | \$32.27 | 66 | \$8,519 | \$528 | \$124 | \$652 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$9,260 |
| Performing Arts Teachers (Title I) Pos# 97 | | | | | \$32.27 | 147 | \$18,975 | \$1,176 | \$275 | \$1,452 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$20,626 |
| Parent Academy Presenters | | | | | \$75.00 | 1 | \$75.00 | \$0 | \$0 | \$75.00 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$75.00 |
| 1900 | | | | | \$75.00 | 1 | \$75.00 | \$0 | \$0 | \$75.00 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$75.00 |
| Child Care for Parent Academies | | | | | \$15.90 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Child Care for Parent Workshops | | | | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| 2900 | | | | | \$100.00 | 8 | \$3,200 | \$0 | \$0 | \$3,200 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,200 |
| Saturday Instructors | | | | | \$100.00 | 8 | \$3,200 | \$0 | \$0 | \$3,200 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,200 |
| 11000/3010 | | | | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Substitute Teachers (12 sick/2 ftealeir1 misc) | | | | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1130 | | | | | \$200 | 15 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,933 |
| (no subs for Principal/Ed Specialist) | | | | | \$200 | 15 | \$39,000 | \$2,418 | \$566 | \$2,984 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,933 |
| Subtotal Site Salaries for ARCP | | | | | | | \$1,553,936 | \$5,687 | \$13,632 | \$1,563,455 | \$96,314 | \$22,925 | \$1,662,694 | \$256,571 | \$14,182 | \$16,311 | \$0 | \$1,961,939 | |
| Hazel Mahone College Prep | | | | | | | | | | | | | | | | | | | |
| Principal | | | | | | | | | | | | | | | | | | | |
| 1300 | 1.00 | | 8/1/2021 | 0% | \$7,285 | 4 | \$29,138 | \$1,097 | \$423 | \$2,229 | \$893 | \$4,016 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$35,061 |
| Vacant Pos# 86 | | | | | \$7,285 | 4 | \$29,138 | \$1,097 | \$423 | \$2,229 | \$893 | \$4,016 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$35,061 |
| Dean of Students/Behavior Analyst | | | | | \$0 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Possible Future Position | | | | | \$0 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | 0.00 | | | | \$0 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Teacher K-2 Stipend | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Vacant | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Vacant | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Teacher 3-5 Stipend | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Vacant | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Vacant | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Science Teacher Stipend | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Vacant | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | 1.00 | | 7/1/2016 | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Vacant | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday School Coordinator | | | | | \$25 | 4 | \$100 | \$0 | \$0 | \$100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$100 |
| Possible Future Position | | | | | \$25 | 4 | \$100 | \$0 | \$0 | \$100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$100 |
| 1300/3010 | 0.00 | | | | \$25 | 4 | \$100 | \$0 | \$0 | \$100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$100 |
| Office Manager | | | | | \$22.74 | 89 | \$16,191 | \$1,004 | \$235 | \$17,429 | \$2,086 | \$10,431 | \$648 | \$170 | \$28,678 | | | | \$28,678 |
| Arnold, Gina Pos# 99 | | | | | \$22.74 | 173 | \$31,472 | \$1,951 | \$456 | \$2,408 | \$2,170 | \$15,187 | \$1,259 | \$330 | \$50,656 | | | | \$50,656 |
| School Secretary | | | | | \$18.22 | 89 | \$12,970 | \$804 | \$188 | \$992 | \$486 | \$2,431 | \$519 | \$136 | \$17,048 | | | | \$17,048 |
| Rangel, Carla Pos# 170 | | | | | \$18.22 | 173 | \$25,211 | \$1,953 | \$386 | \$1,929 | \$506 | \$3,539 | \$1,008 | \$265 | \$31,952 | | | | \$31,952 |
| Parent Liaison (.625 FTE) | | | | | \$16.88 | 89 | \$7,213 | \$162 | \$212 | \$1,117 | \$0 | \$0 | \$0 | \$0 | \$832 | | | | \$832 |
| Degrate, Michelle Pos# 171 | | | | | \$16.88 | 173 | \$14,603 | \$905 | \$212 | \$1,117 | \$0 | \$0 | \$0 | \$0 | \$1,574 | | | | \$1,574 |
| Food Services Coordinator | | | | | \$18.03 | 60 | \$6,491 | \$433 | \$540 | \$7,464 | \$0 | \$0 | \$0 | \$0 | \$25,946 | | | | \$25,946 |
| Elder, Nisha Pos# 172 | | | | | \$18.03 | 143 | \$15,470 | \$993 | \$232 | \$1,225 | \$0 | \$0 | \$0 | \$0 | \$18,043 | | | | \$18,043 |
| Supplier Coordinator | | | | | \$18.03 | 47 | \$1,695 | \$105 | \$35 | \$1,835 | \$0 | \$0 | \$0 | \$0 | \$68 | | | | \$68 |
| Elder, Nisha Pos# 173 | | | | | \$18.03 | 102 | \$3,868 | \$231 | \$66 | \$4,165 | \$0 | \$0 | \$0 | \$0 | \$154 | | | | \$154 |
| Food Service Coordinator Aide | | | | | \$16.39 | 34 | \$2,655 | \$393 | \$360 | \$3,408 | \$0 | \$0 | \$0 | \$0 | \$10,494 | | | | \$10,494 |
| Vacant Pos# 305 | | | | | \$16.39 | 127 | \$6,245 | \$410 | \$96 | \$7,391 | \$0 | \$0 | \$0 | \$0 | \$16,384 | | | | \$16,384 |
| Custodian - Day | | | | | \$17.39 | 89 | \$12,381 | \$768 | \$180 | \$947 | \$486 | \$2,431 | \$495 | \$130 | \$16,384 | | | | \$16,384 |
| Quintanilla, Franklin Pos# 174 | | | | | \$17.39 | 173 | \$24,067 | \$1,696 | \$394 | \$2,060 | \$506 | \$3,539 | \$1,087 | \$285 | \$34,179 | | | | \$34,179 |
| Custodian - Night | | | | | \$17.39 | 89 | \$12,381 | \$768 | \$180 | \$947 | \$486 | \$2,431 | \$495 | \$130 | \$16,384 | | | | \$16,384 |
| Jimenez, Karen Pos# 175 | | | | | \$17.39 | 173 | \$24,067 | \$1,686 | \$394 | \$2,080 | \$989 | \$6,222 | \$0 | \$285 | \$35,774 | | | | \$35,774 |
| Custodian - Bridge | | | | | \$16.39 | 89 | \$5,635 | \$197 | \$480 | \$6,312 | \$0 | \$0 | \$0 | \$0 | \$12,851 | | | | \$12,851 |
| Meza Rubio, Deysi Pos# 306 | | | | | \$16.39 | 173 | \$11,543 | \$733 | \$171 | \$904 | \$0 | \$0 | \$0 | \$0 | \$12,851 | | | | \$12,851 |
| Custodian - Bridge | | | | | \$16.39 | 262 | \$17,178 | \$1,107 | \$259 | \$1,366 | \$0 | \$0 | \$0 | \$0 | \$19,408 | | | | \$19,408 |
| Meza Rubio, Deysi Pos# 306 | | | | | \$16.39 | 262 | \$17,178 | \$1,107 | \$259 | \$1,366 | \$0 | \$0 | \$0 | \$0 | \$19,408 | | | | \$19,408 |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Sick Days | Total Comp | FICA 0.0762 | Medi 0.0145 | Total Taxes | Medical Mo. Premium | 4.00% No Cal 4.00% Annual Cost | 4% Match | Pub.SchI 0.0105 | Higher Ed WIC 0.0088 | Total Costs | |
|--|------------------------|----------|-----------------|-----------------------------|---------------|-------------------|----------|---------------------------|--------------------|------------|-------------|-------------|-------------|---------------------|--------------------------------|----------|-----------------|----------------------|-------------|----------|
| Instructional Aide - Mental Health (supports MW) | 7.70 (3.20) 0.50 | | 1/7/2019 | 0% | \$17.39 | 59 | \$7,789 | \$417 | \$693 | \$8,206 | \$509 | \$119 | \$628 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,920 |
| Instructional Aide - SPED (supports LJ) | 7.70 (3.20) 0.50 | | 10/30/2018 | 0% | \$16.88 | 59 | \$7,862 | \$405 | \$693 | \$7,967 | \$494 | \$116 | \$609 | \$486 | \$1,215 | \$0 | \$0 | \$0 | \$0 | \$9,675 |
| Instructional Aide - Mental Health T.S.5th grade | 7.70 (3.20) 0.50 | | 8/1/2018 | 0% | \$18.82 | 142 | \$17,811 | \$405 | \$693 | \$18,504 | \$1,477 | \$288 | \$1,416 | \$506 | \$1,770 | \$0 | \$0 | \$0 | \$0 | \$21,884 |
| Reading Aide | 5.00 (1.00) 0.00 | | 8/1/2020 | 0% | \$16.39 | 56 | \$4,557 | \$393 | \$360 | \$4,950 | \$307 | \$72 | \$379 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$5,381 |
| 4th Grade Instructional Aide | 0.00 (3.50) 0.50 | | 8/1/2018 | 0% | \$0.00 | 185 | \$11,955 | \$393 | \$360 | \$12,348 | \$1,023 | \$239 | \$843 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$12,906 |
| Yoga Instructor | 3.50 0.50 | | 8/21/2019 | 0% | \$45.02 | 57 | \$8,982 | \$615 | \$945 | \$9,927 | \$615 | \$144 | \$759 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$10,791 |
| Yoga Lead Teacher | 0.20 0.00 | | 8/21/2019 | 0% | \$45.02 | 25 | \$2,225 | \$276 | \$360 | \$2,591 | \$31 | \$7 | \$38 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,633 |
| Behaviorist | 8.00 (3.50) 1.00 | | 10/16/2017 | 0% | \$22.99 | 59 | \$11,240 | \$697 | \$720 | \$12,037 | \$615 | \$144 | \$759 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$13,206 |
| Behavior Technician | 5.50 0.00 | | 8/1/2020 | 0% | \$16.88 | 54 | \$5,643 | \$456 | \$360 | \$6,099 | \$378 | \$88 | \$467 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$6,560 |
| Behavior Technician | 2.900 | | 8/30/2018 | 0% | \$17.39 | 130 | \$16,119 | \$999 | \$443 | \$17,233 | \$443 | \$234 | \$1,233 | \$970 | \$4,850 | \$484 | \$0 | \$0 | \$0 | \$22,855 |
| 1 2nd Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,463 | 8 | \$42,684 | \$0 | \$0 | \$42,684 | \$2,665 | \$623 | \$3,288 | \$1,009 | \$1,763 | \$0 | \$0 | \$0 | \$0 | \$46,949 |
| 2 1st Grade | 1.00 | | 8/1/2020 | 0% | \$5,373 | 3 | \$42,684 | \$0 | \$0 | \$42,684 | \$2,665 | \$623 | \$3,288 | \$1,009 | \$1,763 | \$0 | \$0 | \$0 | \$0 | \$46,949 |
| 3 Transitional Kindergarten | 1.00 | | 8/1/2019 | 75% | \$5,373 | 3 | \$42,684 | \$0 | \$0 | \$42,684 | \$2,665 | \$623 | \$3,288 | \$1,009 | \$1,763 | \$0 | \$0 | \$0 | \$0 | \$46,949 |
| 4 6th & 7th Grade - ELA/Humanities | 1.00 | | 8/1/2019 | 0% | \$5,359 | 3 | \$42,684 | \$0 | \$0 | \$42,684 | \$2,665 | \$623 | \$3,288 | \$1,009 | \$1,763 | \$0 | \$0 | \$0 | \$0 | \$46,949 |
| 5 Kindergarten | 1.00 | | 7/25/2016 | 0% | \$5,359 | 3 | \$42,684 | \$0 | \$0 | \$42,684 | \$2,665 | \$623 | \$3,288 | \$1,009 | \$1,763 | \$0 | \$0 | \$0 | \$0 | \$46,949 |
| 6 5th Grade - Self contained | 1.00 | | 8/1/2020 | 0% | \$5,345 | 3 | \$42,684 | \$0 | \$0 | \$42,684 | \$2,665 | \$623 | \$3,288 | \$1,009 | \$1,763 | \$0 | \$0 | \$0 | \$0 | \$46,949 |
| 7 4th Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,345 | 3 | \$42,684 | \$0 | \$0 | \$42,684 | \$2,665 | \$623 | \$3,288 | \$1,009 | \$1,763 | \$0 | \$0 | \$0 | \$0 | \$46,949 |
| 8 3rd Grade ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,345 | 3 | \$42,684 | \$0 | \$0 | \$42,684 | \$2,665 | \$623 | \$3,288 | \$1,009 | \$1,763 | \$0 | \$0 | \$0 | \$0 | \$46,949 |
| 9 K-5 Teacher Growth | 1.00 | | 8/1/2021 | 0% | \$4,933 | 11 | \$54,261 | \$0 | \$0 | \$54,261 | \$3,364 | \$853 | \$4,498 | \$10,498 | \$10,498 | \$0 | \$0 | \$0 | \$0 | \$68,176 |
| 10 Kindergarten | 1.00 | | 8/1/2020 | 0% | \$6,184 | 3 | \$18,551 | \$1,150 | \$289 | \$20,030 | \$1,150 | \$289 | \$1,419 | \$855 | \$4,274 | \$0 | \$0 | \$0 | \$0 | \$24,439 |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Sick Days | Total Comp | FICA 0.062 | Medi Total 0.0145 | Medical Premium Annual Cost | 4.00% No Cal 4.00% No Cal | 403b Match | Pub.Sch Higher Ed WIC 0.0105 0.0088 | Total 0.0293 | |
|--|-------|----------|-----------------|-----------------------------|--------------------|-------------------|--------------------|----------------------------|--------------------|--------------------|------------------|-------------------|-----------------------------|---------------------------|----------------|-------------------------------------|--------------|--------------------|
| 1100 | | | | | | 11 | \$68,021 | \$0 | \$0 | \$68,021 | \$4,217 | \$986 | \$5,204 | \$10,486 | \$0 | \$74 | \$0 | \$84,435 |
| 11 1st Grade | 1.00 | | 8/1/2017 | 0% | \$5,387 | 3 | \$16,161 | \$0 | \$0 | \$16,161 | \$1,002 | \$234 | \$2,234 | \$2,258 | \$0 | \$0 | \$0 | \$18,589 |
| | | | | | | 8 | \$43,096 | \$0 | \$0 | \$43,096 | \$2,672 | \$625 | \$3,297 | \$4,700 | \$0 | \$453 | \$0 | \$50,133 |
| 1100 | | | | | | 11 | \$59,256 | \$0 | \$0 | \$59,256 | \$3,674 | \$859 | \$5,547 | \$5,547 | \$0 | \$622 | \$0 | \$68,722 |
| 12 2nd Grade - Math/Science | 1.00 | | 8/6/2018 | 0% | \$5,490 | 3 | \$16,471 | \$0 | \$0 | \$16,471 | \$1,021 | \$239 | \$2,260 | \$2,280 | \$0 | \$173 | \$0 | \$19,874 |
| | | | | | | 8 | \$43,096 | \$0 | \$0 | \$43,096 | \$2,672 | \$625 | \$3,297 | \$4,700 | \$0 | \$461 | \$0 | \$52,447 |
| 1100 | | | | | | 11 | \$60,394 | \$0 | \$0 | \$60,394 | \$3,744 | \$876 | \$5,620 | \$5,620 | \$0 | \$634 | \$0 | \$72,321 |
| 13 4th Grade - ELA/SS | 1.00 | | 8/1/2020 | 0% | \$5,593 | 3 | \$16,779 | \$0 | \$0 | \$16,779 | \$1,040 | \$243 | \$2,564 | \$2,564 | \$0 | \$176 | \$0 | \$19,519 |
| | | | | | | 8 | \$44,743 | \$0 | \$0 | \$44,743 | \$2,774 | \$649 | \$3,423 | \$3,989 | \$0 | \$470 | \$0 | \$54,859 |
| 1100 | | | | | | 11 | \$61,522 | \$0 | \$0 | \$61,522 | \$3,814 | \$962 | \$5,776 | \$5,776 | \$0 | \$646 | \$0 | \$74,377 |
| 14 3rd Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,345 | 3 | \$16,035 | \$0 | \$0 | \$16,035 | \$994 | \$233 | \$2,227 | \$2,227 | \$0 | \$168 | \$0 | \$21,039 |
| | | | | | | 8 | \$42,761 | \$0 | \$0 | \$42,761 | \$2,651 | \$620 | \$3,271 | \$4,521 | \$0 | \$449 | \$0 | \$53,521 |
| 1100 | | | | | | 11 | \$58,796 | \$0 | \$0 | \$58,796 | \$3,645 | \$853 | \$5,498 | \$5,498 | \$0 | \$617 | \$0 | \$74,560 |
| 15 5th & 7th Grade - Math/Science | 1.00 | | 8/1/2020 | 0% | \$5,345 | 3 | \$16,035 | \$0 | \$0 | \$16,035 | \$994 | \$233 | \$2,227 | \$2,227 | \$0 | \$168 | \$0 | \$21,039 |
| | | | | | | 8 | \$42,761 | \$0 | \$0 | \$42,761 | \$2,651 | \$620 | \$3,271 | \$4,521 | \$0 | \$449 | \$0 | \$53,521 |
| 1100 | | | | | | 11 | \$58,796 | \$0 | \$0 | \$58,796 | \$3,645 | \$853 | \$5,498 | \$5,498 | \$0 | \$617 | \$0 | \$74,560 |
| 16 Middle School Teacher - Leadership | 0.25 | | 8/1/2021 | 0% | \$5,233 | 3 | \$15,242 | \$0 | \$0 | \$15,242 | \$945 | \$221 | \$2,166 | \$2,166 | \$0 | \$151 | \$0 | \$15,344 |
| | | | | | | 8 | \$40,646 | \$0 | \$0 | \$40,646 | \$2,520 | \$589 | \$3,109 | \$3,109 | \$0 | \$160 | \$0 | \$49,542 |
| 1100 | | | | | | 11 | \$55,889 | \$0 | \$0 | \$55,889 | \$3,465 | \$810 | \$4,275 | \$4,275 | \$0 | \$367 | \$0 | \$67,235 |
| 17 Middle School Teacher | 1.00 | | 8/1/2021 | 0% | \$5,081 | 3 | \$14,798 | \$0 | \$0 | \$14,798 | \$918 | \$215 | \$2,133 | \$2,133 | \$0 | \$155 | \$0 | \$17,054 |
| | | | | | | 8 | \$39,463 | \$0 | \$0 | \$39,463 | \$2,447 | \$572 | \$3,019 | \$3,019 | \$0 | \$144 | \$0 | \$47,992 |
| 1100 | | | | | | 11 | \$54,261 | \$0 | \$0 | \$54,261 | \$3,364 | \$787 | \$4,151 | \$4,151 | \$0 | \$370 | \$0 | \$65,046 |
| 18 Middle School Teacher | 1.00 | | 8/1/2022 | 0% | \$5,081 | 3 | \$15,242 | \$0 | \$0 | \$15,242 | \$945 | \$221 | \$2,166 | \$2,166 | \$0 | \$160 | \$0 | \$19,152 |
| | | | | | | 8 | \$40,646 | \$0 | \$0 | \$40,646 | \$2,520 | \$589 | \$3,109 | \$3,109 | \$0 | \$147 | \$0 | \$49,642 |
| 1100 | | | | | | 11 | \$55,889 | \$0 | \$0 | \$55,889 | \$3,465 | \$810 | \$4,275 | \$4,275 | \$0 | \$367 | \$0 | \$68,793 |
| 19 Middle School Teacher | 1.00 | | 8/1/2023 | 0% | \$4,933 | 3 | \$14,798 | \$0 | \$0 | \$14,798 | \$918 | \$215 | \$2,133 | \$2,133 | \$0 | \$155 | \$0 | \$17,054 |
| | | | | | | 8 | \$39,463 | \$0 | \$0 | \$39,463 | \$2,447 | \$572 | \$3,019 | \$3,019 | \$0 | \$144 | \$0 | \$47,992 |
| 1100 | | | | | | 11 | \$54,261 | \$0 | \$0 | \$54,261 | \$3,364 | \$787 | \$4,151 | \$4,151 | \$0 | \$370 | \$0 | \$65,046 |
| 20 PE Teacher | 1.00 | | 8/1/2020 | 0% | \$5,463 | 3 | \$15,988 | \$0 | \$0 | \$15,988 | \$1,016 | \$238 | \$2,254 | \$2,254 | \$0 | \$172 | \$0 | \$20,987 |
| | | | | | | 8 | \$42,761 | \$0 | \$0 | \$42,761 | \$2,706 | \$636 | \$3,342 | \$3,342 | \$0 | \$459 | \$0 | \$52,703 |
| 1100 | | | | | | 11 | \$60,088 | \$0 | \$0 | \$60,088 | \$3,723 | \$871 | \$4,594 | \$4,594 | \$0 | \$631 | \$0 | \$71,638 |
| Education Specialist | 1.00 | | 8/1/2019 | 75% | \$5,373 | 3 | \$16,119 | \$0 | \$0 | \$16,119 | \$999 | \$234 | \$2,233 | \$2,233 | \$0 | \$169 | \$0 | \$28,067 |
| | | | | | | 8 | \$42,984 | \$0 | \$0 | \$42,984 | \$2,665 | \$623 | \$3,288 | \$3,288 | \$0 | \$451 | \$0 | \$62,664 |
| 1100/6500 | | | | | | 11 | \$59,103 | \$0 | \$0 | \$59,103 | \$3,664 | \$867 | \$4,521 | \$4,521 | \$0 | \$362 | \$0 | \$80,731 |
| Performing Arts Teachers (Title I) | 4.00 | | | 0% | \$44,611 | 66 | \$11,776 | \$0 | \$0 | \$11,776 | \$730 | \$171 | \$901 | \$901 | \$0 | \$124 | \$0 | \$12,800 |
| | | | | | | 147 | \$26,228 | \$0 | \$0 | \$26,228 | \$1,626 | \$380 | \$2,006 | \$2,006 | \$0 | \$275 | \$0 | \$28,510 |
| 1100/3010 | | | | | | 213 | \$30,004 | \$0 | \$0 | \$30,004 | \$2,356 | \$551 | \$2,907 | \$2,907 | \$0 | \$399 | \$0 | \$41,310 |
| Parent Academy Presenters | 7.00 | | | | \$75,000 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15,900 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$9 | \$0 | \$1 | \$0 | \$130 |
| Child Care for Parent Workshops | 2.00 | | 1 | | \$100,000 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100/3010 | | | | | | 8 | \$1,600 | \$0 | \$0 | \$1,600 | \$89 | \$23 | \$122 | \$122 | \$0 | \$17 | \$0 | \$1,739 |
| Saturday Instructors | 18.25 | | | | \$25,000 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Substitute Teachers (12 sick/2 fte/1 misc) | 1.00 | | Daily rate | | \$75,000 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (no subs for Principal/Ed Specialist) | | | | | | 15 | \$54,750 | \$0 | \$0 | \$54,750 | \$3,395 | \$784 | \$4,188 | \$4,188 | \$0 | \$575 | \$0 | \$59,513 |
| 1130 | | | | | | 15 | \$54,750 | \$0 | \$0 | \$54,750 | \$3,395 | \$784 | \$4,188 | \$4,188 | \$0 | \$575 | \$0 | \$59,513 |
| Subtotal Site Salaries for HMCP | | | | | | | \$1,868,371 | \$5,112 | \$13,299 | \$1,878,783 | \$116,361 | \$27,213 | \$133,576 | \$271,723 | \$9,702 | \$19,706 | \$0 | \$2,311,490 |
| Fortune Middle School Assistant Principal | 1.00 | | 7/1/2018 | 100% | \$6,956 | 4 | \$27,923 | \$0 | \$0 | \$27,923 | \$4,033 | \$969 | \$4,846 | \$4,846 | \$0 | \$202 | \$0 | \$36,022 |
| | | | | | | 8 | \$55,645 | \$0 | \$0 | \$55,645 | \$3,450 | \$807 | \$4,257 | \$4,257 | \$0 | \$584 | \$0 | \$66,769 |
| 1300 | | | | | | 12 | \$63,468 | \$0 | \$0 | \$63,468 | \$5,175 | \$1,210 | \$6,385 | \$6,385 | \$0 | \$676 | \$0 | \$105,971 |
| Office Manager | 0.00 | | | 0% | \$0,000 | 88 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | | 174 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2400 | | | | | | 262 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| School Secretary (split funded) | 8.00 | | 7/29/2015 | 100% | \$21,728 | 88 | \$15,333 | \$0 | \$0 | \$15,333 | \$851 | \$222 | \$1,173 | \$1,173 | \$0 | \$161 | \$0 | \$19,060 |
| | | | | | | 174 | \$30,317 | \$0 | \$0 | \$30,317 | \$1,880 | \$460 | \$2,339 | \$2,339 | \$0 | \$316 | \$0 | \$37,406 |
| 2400 | | | | | | 262 | \$46,650 | \$0 | \$0 | \$46,650 | \$2,650 | \$662 | \$3,312 | \$3,312 | \$0 | \$449 | \$0 | \$56,466 |
| Parent Liason (split funded) | 6.00 | | 10/3/2019 | 0% | \$17,450 | 88 | \$9,211 | \$0 | \$0 | \$9,211 | \$571 | \$134 | \$705 | \$705 | \$0 | \$97 | \$0 | \$11,701 |
| | | | | | | 174 | \$18,213 | \$0 | \$0 | \$18,213 | \$1,129 | \$286 | \$1,415 | \$1,415 | \$0 | \$191 | \$0 | \$22,256 |
| 33.33% | | | | | | 262 | \$27,424 | \$0 | \$0 | \$27,424 | \$1,700 | \$398 | \$2,098 | \$2,098 | \$0 | \$288 | \$0 | \$33,957 |
| Food Services Coordinator | 6.00 | | 8/1/2021 | 0% | \$15,911 | 53 | \$5,060 | \$0 | \$0 | \$5,060 | \$314 | \$73 | \$387 | \$387 | \$0 | \$53 | \$0 | \$7,394 |
| | | | | | | 195 | \$14,600 | \$540 | \$540 | \$15,340 | \$951 | \$222 | \$1,173 | \$1,173 | \$0 | \$161 | \$0 | \$19,430 |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Stk Cls | Total Comp. | FICA 0.923 | Medi Total 0.0145 | Medical Mo. Premium Annual Cost | 4.00% No Cal Match | 4.00% So Cal 4.00% No Cal | Pub.Sch Higher Ed W/C 0.0105 | W/C 0.0105 | Total 0.0088 | |
|---|------|----------|-----------------|-----------------------------|--------------------|-------------------|----------|----------------------------|------------------|-------------|------------|-------------------|---------------------------------|--------------------|---------------------------|------------------------------|------------|--------------|----------|
| 2200/0310 Supplier Coordinator | 2.00 | | 8/1/2020 | 0% | \$16.39 | 37 | \$1,213 | \$0 | \$540 | \$20,400 | \$1,265 | \$296 | \$4,649 | \$0 | \$0 | \$0 | \$0 | \$0 | \$26,924 |
| 2200/0320 Instructional Aide - Mental Health (supporting Y Abunam and J Kelly) | 0.50 | | 2/3/2020 | 0% | \$16.88 | 59 | \$7,850 | \$405 | \$720 | \$8,256 | \$512 | \$120 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,874 |
| 2100/0512 Instructional Aide - Mental Health (supporting Multiple including Percelle & Elis) | 0.50 | | 1/4/2021 | 0% | \$16.88 | 142 | \$18,170 | \$405 | \$720 | \$19,190 | \$1,190 | \$278 | \$1,468 | \$0 | \$0 | \$0 | \$0 | \$0 | \$20,859 |
| 2100/0512 | 0.50 | | 8/1/2020 | 0% | \$16.88 | 201 | \$24,236 | \$393 | \$684 | \$25,313 | \$1,569 | \$367 | \$4,803 | \$0 | \$0 | \$0 | \$0 | \$0 | \$26,216 |
| 2100/0512 | 0.50 | | 7/15/2020 | 0% | \$16.39 | 88 | \$11,530 | \$0 | \$0 | \$11,530 | \$715 | \$167 | \$893 | \$0 | \$0 | \$0 | \$0 | \$0 | \$12,500 |
| 2200/0000 | 8.00 | | 8/1/2020 | 0% | \$15.00 | 88 | \$10,560 | \$655 | \$153 | \$11,368 | \$1,413 | \$813 | \$5,694 | \$0 | \$0 | \$0 | \$0 | \$0 | \$16,454 |
| 2200/0000 | 1.00 | | 8/1/2020 | 0% | \$15.00 | 174 | \$20,880 | \$1,295 | \$303 | \$22,478 | \$2,405 | \$456 | \$7,886 | \$0 | \$0 | \$0 | \$0 | \$0 | \$28,769 |
| 2200/0000 | 4.00 | | 8/1/2020 | 0% | \$0.00 | 88 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42,071 |
| 2900 | 8.00 | | 8/1/2020 | 0% | \$16.39 | 57 | \$7,474 | \$393 | \$720 | \$7,868 | \$488 | \$114 | \$602 | \$782 | \$1,955 | \$0 | \$83 | \$10,508 | |
| 2900 | 0.50 | | 8/1/2020 | 0% | \$16.39 | 130 | \$17,047 | \$1,102 | \$258 | \$18,359 | \$813 | \$284 | \$2,847 | \$0 | \$187 | \$22,159 | | | |
| 2900 | 8.00 | | 8/1/2020 | 0% | \$15.00 | 87 | \$6,840 | \$360 | \$720 | \$7,920 | \$446 | \$104 | \$700 | \$2,800 | \$1,111 | \$76 | \$9,576 | | |
| 1100/1400 | 1.00 | | 7/16/2014 | 0% | \$7,716 | 3 | \$23,147 | \$1,435 | \$336 | \$24,918 | \$1,771 | \$1,562 | \$7,758 | \$0 | \$243 | \$32,919 | | | |
| 1100/1400 | 1.00 | | 8/21/2019 | 0% | \$7,716 | 8 | \$61,725 | \$5,262 | \$1,231 | \$68,214 | \$895 | \$4,722 | \$11,285 | \$0 | \$948 | \$78,391 | | | |
| 1100/1400 | 1.00 | | 8/1/2020 | 0% | \$5,345 | 3 | \$21,691 | \$1,345 | \$315 | \$23,351 | \$1,659 | \$2,912 | \$14,560 | \$0 | \$228 | \$38,139 | | | |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,345 | 8 | \$42,761 | \$2,651 | \$620 | \$46,032 | \$3,203 | \$3,029 | \$21,200 | \$0 | \$607 | \$84,076 | | | |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,345 | 11 | \$58,796 | \$3,645 | \$853 | \$63,274 | \$4,498 | \$813 | \$5,684 | \$0 | \$449 | \$70,215 | | | |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,345 | 3 | \$16,035 | \$994 | \$233 | \$17,262 | \$1,227 | \$782 | \$3,911 | \$0 | \$168 | \$21,341 | | | |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$5,233 | 8 | \$41,866 | \$2,596 | \$607 | \$45,069 | \$3,203 | \$3,029 | \$21,200 | \$0 | \$607 | \$70,215 | | | |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$5,233 | 3 | \$15,700 | \$973 | \$228 | \$16,899 | \$1,201 | \$700 | \$3,500 | \$0 | \$165 | \$20,666 | | | |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$5,233 | 8 | \$41,866 | \$2,596 | \$607 | \$45,069 | \$3,203 | \$3,029 | \$21,200 | \$0 | \$607 | \$70,215 | | | |
| 1100 | 0.00 | | | 0% | \$0 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1100 | 0.00 | | | 0% | \$0 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1100 | 0.00 | | | 0% | \$0 | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1100 | 0.25 | | 8/1/2020 | 0% | \$5,303 | 3 | \$3,978 | \$0 | \$58 | \$4,036 | \$247 | \$58 | \$304 | \$978 | \$5,301 | \$42 | \$5,301 | \$5,301 | |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,303 | 8 | \$10,607 | \$658 | \$154 | \$11,419 | \$813 | \$284 | \$2,847 | \$0 | \$187 | \$14,242 | | | |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,303 | 3 | \$15,910 | \$986 | \$231 | \$17,127 | \$1,217 | \$782 | \$3,911 | \$0 | \$167 | \$21,205 | | | |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,303 | 8 | \$42,427 | \$2,630 | \$615 | \$45,672 | \$3,246 | \$813 | \$5,684 | \$0 | \$445 | \$51,813 | | | |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Sick Days | Total Comp | FICA 0.0765 | Medi 0.0145 | Total Medical Rates Mo. Premium Annual Cost | 4.00% No Cal 4.00% No Cal | 4% Match | Pub.SchI W/C 0.0105 | Higher Ed W/C 0.0088 | Total Costs |
|--|--------|----------|----------------------------|-----------------------------|--------------------|-------------------|-----------------|----------------------------|--------------------|------------------|------------------|----------------|---|---------------------------|--------------------|---------------------|----------------------|-------------|
| 1100 | | | | | | 11 | \$53,337 | \$0 | \$0 | \$53,337 | \$846 | \$4,463 | \$8,605 | \$0 | \$0 | \$0 | \$0 | \$73,016 |
| Education Specialist | 0.50 | | 8/23/2017 | 0% | \$5,303 | 3 | \$7,955 | \$493 | \$0 | \$7,955 | \$115 | \$609 | \$782 | \$1,955 | \$0 | \$84 | \$0 | \$10,603 |
| 1100/6500 | | | | | \$5,303 | 8 | \$21,214 | \$1,315 | \$308 | \$1,623 | \$813 | \$2,847 | \$4,803 | \$0 | \$223 | \$0 | \$0 | \$25,906 |
| Performing Arts Teachers (Title I) | 4.00 | | 8/1/2020 | 0% | \$34,77 | 65 | \$9,040 | \$561 | \$131 | \$9,692 | \$131 | \$692 | \$0 | \$0 | \$0 | \$95 | \$0 | \$9,827 |
| 1100/3010 | 0.50 | | | | \$34,77 | 148 | \$20,584 | \$1,276 | \$298 | \$1,575 | \$0 | \$0 | \$0 | \$0 | \$0 | \$216 | \$0 | \$22,375 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15,90 | 7.5 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$11 | \$0 | \$130 |
| Child Care for Parent Workshops | 2.00 | | 1 | | \$15,90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday Instructors | 6.00 | | Per Sat | | \$100.00 | 12 | \$7,200 | \$446 | \$104 | \$551 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100/3010 | | | | | \$100.00 | 12 | \$7,200 | \$446 | \$104 | \$551 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$7,826 |
| Substitute Teachers (12 sick/2 float/1 misc) | 7.25 | | Daily rate | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (no subs for Principal/Ed Specialist) | | | | | \$200 | 15 | \$21,750 | \$1,349 | \$315 | \$1,664 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$23,642 |
| 1130 | | | | | \$200 | 15 | \$21,750 | \$1,349 | \$315 | \$1,664 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$23,642 |
| Subtotal Site Salaries for Fortune Middle School | | | | | \$928,601 | | \$57,973 | \$13,558 | \$71,531 | \$935,042 | \$163,746 | \$5,165 | \$9,818 | \$0 | \$1,185,301 | | | |
| Early College High School | | | | | | | | | | | | | | | | | | |
| Regional Director of Schools | 1.00 | | 7/1/2017 | 100% | \$10,927 | 4 | \$43,709 | \$2,710 | \$634 | \$3,344 | \$1,442 | \$1,748 | \$4,591 | \$1,748 | \$459 | \$0 | \$0 | \$56,472 |
| 2300 | | | | | \$10,927 | 8 | \$67,418 | \$5,420 | \$1,268 | \$6,687 | \$1,500 | \$1,901 | \$5,245 | \$1,748 | \$918 | \$0 | \$0 | \$109,020 |
| Middle School/Asst Principal - Zero Year | 0.00 | | Moves to the middle school | 0% | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300/4610 | | | | | \$0 | 12 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Counselor and Activities Director | 1.00 | | 9/4/2018 | 100% | \$5,983 | 4 | \$23,572 | \$1,461 | \$342 | \$1,803 | \$1,432 | \$1,158 | \$943 | \$248 | \$248 | \$0 | \$0 | \$33,724 |
| 1200 | | | | | \$5,983 | 8 | \$47,144 | \$2,923 | \$684 | \$3,606 | \$1,489 | \$1,886 | \$1,495 | \$943 | \$495 | \$0 | \$0 | \$63,554 |
| Counselor | 1.00 | | 7/1/2022 | 0% | \$5,150 | 4 | \$20,600 | \$1,277 | \$299 | \$1,576 | \$728 | \$3,640 | \$0 | \$216 | \$0 | \$0 | \$0 | \$26,032 |
| 1200 | | | | | \$5,150 | 8 | \$41,200 | \$2,554 | \$597 | \$3,152 | \$757 | \$5,300 | \$0 | \$433 | \$0 | \$0 | \$0 | \$50,084 |
| Office Manager | 8.00 | | 10/1/2018 | 100% | \$24,12 | 89 | \$17,171 | \$1,065 | \$249 | \$1,314 | \$1,612 | \$6,062 | \$687 | \$180 | \$180 | \$0 | \$0 | \$27,413 |
| 2400 | | | | | \$24,12 | 173 | \$53,377 | \$2,069 | \$484 | \$2,553 | \$1,677 | \$11,738 | \$1,335 | \$590 | \$590 | \$0 | \$0 | \$49,354 |
| School Secretary (split funded) | 8.00 | | 7/29/2015 | 100% | \$21,78 | 89 | \$15,506 | \$961 | \$225 | \$1,186 | \$757 | \$3,028 | \$620 | \$163 | \$163 | \$0 | \$0 | \$20,504 |
| 2400 | | | | | \$21,78 | 173 | \$30,142 | \$1,869 | \$437 | \$2,306 | \$787 | \$5,512 | \$1,206 | \$316 | \$316 | \$0 | \$0 | \$39,481 |
| Parent Liaison (split funded) | 6.00 | | 10/3/2019 | 0% | \$17,45 | 89 | \$9,316 | \$314 | \$140 | \$737 | \$450 | \$1,688 | \$0 | \$101 | \$101 | \$0 | \$0 | \$12,156 |
| 2600 | 66.67% | | | | \$17,45 | 173 | \$16,108 | \$1,123 | \$263 | \$1,385 | \$468 | \$2,458 | \$0 | \$160 | \$160 | \$0 | \$0 | \$21,142 |
| Food Services Coordinator | 6.00 | | 8/21/2017 | 0% | \$17,91 | 60 | \$6,448 | \$426 | \$100 | \$6,548 | \$73 | \$183 | \$0 | \$72 | \$72 | \$0 | \$0 | \$7,659 |
| 2200/5310 | 0.50 | | | | \$17,91 | 143 | \$15,907 | \$986 | \$231 | \$1,217 | \$76 | \$267 | \$0 | \$167 | \$167 | \$0 | \$0 | \$17,558 |
| Supper Coordinator | 0.00 | | NO POS # | 0% | \$0.00 | 203 | \$21,815 | \$430 | \$540 | \$22,785 | \$1,413 | \$330 | \$450 | \$0 | \$238 | \$0 | \$0 | \$25,218 |
| 2200/5320 | | | | | \$0.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Custodian - Day | 8.00 | | 7/22/2019 | 0% | \$17,91 | 88 | \$12,006 | \$782 | \$183 | \$964 | \$399 | \$1,963 | \$0 | \$132 | \$132 | \$0 | \$0 | \$15,897 |
| 2200/0000 | 1.00 | | | | \$17,91 | 174 | \$24,928 | \$1,739 | \$407 | \$2,146 | \$415 | \$4,896 | \$0 | \$294 | \$294 | \$0 | \$0 | \$33,389 |
| Custodian - Night | 8.00 | | 8/1/2021 | 0% | \$15,00 | 88 | \$10,560 | \$655 | \$153 | \$808 | \$757 | \$3,028 | \$0 | \$111 | \$111 | \$0 | \$0 | \$14,507 |
| 2200/0000 | 1.00 | | | | \$15,00 | 174 | \$20,880 | \$1,295 | \$303 | \$1,597 | \$787 | \$5,512 | \$0 | \$219 | \$219 | \$0 | \$0 | \$28,208 |
| Instructional Aide - Special Ed (supports MWs & CB 12th grade) | 7.15 | | 8/3/2018 | 0% | \$17,91 | 59 | \$7,554 | \$468 | \$110 | \$7,664 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,511 |
| 2400 | 0.00 | | | | \$17,91 | 142 | \$16,161 | \$1,167 | \$273 | \$1,440 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$20,462 |

Fortune School of Education
Salary Budgets
July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustment | Subs for Sick Days | Total Comp | FICA 0.0765 | Medi 0.0145 | Total Taxes | Medical Mo. Premium | 4.00% No Cal | 4.00% So Cal | 4% Match | Pub.Schd W/C 0.0105 | Higher Ed W/C 0.0088 | Total Cases |
|---|------|----------|-----------------|-----------------------------|--------------------|-------------------|----------|----------------------------|--------------------|------------|-------------|-------------|-------------|---------------------|--------------|--------------|----------|---------------------|----------------------|-------------|
| 2100/6500 | 0.50 | | | | | 201 | \$25,735 | \$0 | \$644 | \$26,378 | \$1,635 | \$382 | \$2,016 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,777 | \$26,073 |
| Instructional Aide - Special Ed (supports 9th grade) | 7.10 | | 2/1/2021 | 0% | \$16.39 | 59 | \$6,866 | \$426 | \$100 | \$6,866 | \$426 | \$100 | \$525 | \$0 | \$0 | \$0 | \$0 | \$0 | \$72 | \$7,464 |
| 2100/6500 | 0.50 | | | | | 201 | \$23,391 | \$0 | \$639 | \$24,030 | \$1,490 | \$348 | \$1,838 | \$0 | \$0 | \$0 | \$0 | \$0 | \$180 | \$18,658 |
| Instructional Aide - Mental Health (supporting 9th Grade - multiple students) | 7.70 | | 8/1/2018 | 0% | \$19.38 | 59 | \$8,805 | \$465 | \$693 | \$9,270 | \$575 | \$134 | \$709 | \$0 | \$0 | \$0 | \$0 | \$0 | \$97 | \$10,077 |
| 2100/6512 | 0.50 | | | | | 201 | \$29,988 | \$465 | \$693 | \$31,155 | \$1,932 | \$452 | \$2,383 | \$0 | \$0 | \$0 | \$0 | \$0 | \$230 | \$23,965 |
| Instructional Aide - Behavior (supporting C Williams-10th Grade) | 7.80 | | 8/19/2015 | 0% | \$19.86 | 59 | \$9,183 | \$479 | \$702 | \$9,975 | \$592 | \$140 | \$740 | \$592 | \$1,461 | \$0 | \$0 | \$0 | \$102 | \$11,989 |
| 2100/6512 | 0.50 | | | | | 201 | \$51,300 | \$479 | \$702 | \$52,482 | \$2,014 | \$471 | \$2,485 | \$0 | \$0 | \$0 | \$0 | \$0 | \$341 | \$53,944 |
| Instructional Aide - Mental Health (supports JM - 11th grade) | 8.00 | | 2/27/2018 | 0% | \$17.91 | 59 | \$8,454 | \$430 | \$720 | \$9,207 | \$551 | \$130 | \$680 | \$73 | \$183 | \$0 | \$0 | \$93 | \$9,940 | |
| 2100/6512 | 0.50 | | | | | 201 | \$28,801 | \$430 | \$720 | \$29,950 | \$1,857 | \$434 | \$2,291 | \$450 | \$0 | \$0 | \$0 | \$314 | \$0 | \$33,006 |
| AVID Tutor (4.5 hours per day/2x per week) | 4.50 | | | | | 22 | \$1,623 | \$393 | \$380 | \$2,016 | \$125 | \$29 | \$154 | \$0 | \$0 | \$0 | \$0 | \$0 | \$21 | \$2,191 |
| 2100/4610 | 0.00 | | | | | 56 | \$4,131 | \$278 | \$65 | \$344 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$47 | \$4,881 | |
| AVID Tutor (2.8 hours per day/5x per week) | 0.25 | | 8/1/2020 | 0% | \$5.303 | 3 | \$3,978 | \$247 | \$58 | \$304 | \$782 | \$978 | \$0 | \$0 | \$0 | \$0 | \$0 | \$42 | \$5,301 | |
| 2100/4610 | 0.00 | | | | | 11 | \$14,584 | \$904 | \$0 | \$11,116 | \$813 | \$111 | \$1,424 | \$0 | \$0 | \$0 | \$0 | \$153 | \$0 | \$18,254 |
| AVID Tutor (4.5 hours per day/2x per week) | 4.50 | | 8/15/2020 | 0% | \$16.39 | 22 | \$1,623 | \$393 | \$360 | \$2,016 | \$125 | \$29 | \$154 | \$73 | \$0 | \$0 | \$0 | \$21 | \$2,191 | |
| 2100/4610 | 0.00 | | | | | 78 | \$5,753 | \$393 | \$360 | \$6,507 | \$403 | \$94 | \$498 | \$0 | \$0 | \$0 | \$0 | \$68 | \$0 | \$7,073 |
| Behavior Technician | 8.00 | | 8/3/2020 | 0% | \$16.39 | 56 | \$7,343 | \$393 | \$360 | \$7,737 | \$480 | \$112 | \$592 | \$767 | \$0 | \$0 | \$0 | \$81 | \$8,410 | |
| 2900 | 0.00 | | | | | 139 | \$18,227 | \$393 | \$360 | \$18,587 | \$1,152 | \$270 | \$1,422 | \$787 | \$0 | \$0 | \$0 | \$195 | \$20,204 | |
| Behavior Technician | 8.00 | | 10/9/2017 | 0% | \$19.00 | 59 | \$8,988 | \$456 | \$720 | \$9,442 | \$585 | \$137 | \$722 | \$73 | \$183 | \$0 | \$0 | \$99 | \$10,446 | |
| 2900 | 0.50 | | | | | 201 | \$30,681 | \$456 | \$720 | \$31,857 | \$1,975 | \$462 | \$2,437 | \$450 | \$0 | \$0 | \$0 | \$334 | \$0 | \$35,079 |
| 1 High School Teacher - ELA 9th/12th Grade | 1.00 | | 8/1/2018 | 0% | \$7,001 | 3 | \$21,002 | \$1,302 | \$305 | \$21,607 | \$1,607 | \$484 | \$2,422 | \$0 | \$0 | \$0 | \$0 | \$221 | \$25,252 | |
| 1100 | 0.00 | | | | | 11 | \$77,009 | \$4,775 | \$0 | \$77,009 | \$4,775 | \$1,117 | \$5,891 | \$5,949 | \$0 | \$0 | \$0 | \$609 | \$0 | \$89,657 |
| 2 High School Teacher - ELA | 1.00 | | 8/1/2020 | 0% | \$5,463 | 3 | \$16,388 | \$1,016 | \$238 | \$16,388 | \$1,254 | \$782 | \$3,911 | \$0 | \$0 | \$0 | \$0 | \$172 | \$21,724 | |
| 1100 | 0.50 | | | | | 11 | \$60,088 | \$0 | \$0 | \$60,088 | \$3,725 | \$971 | \$4,597 | \$9,605 | \$0 | \$0 | \$0 | \$631 | \$0 | \$73,921 |
| 3 High School Teacher - Science | 1.00 | | 8/1/2021 | 0% | \$5,233 | 3 | \$15,700 | \$973 | \$228 | \$16,201 | \$757 | \$2,271 | \$0 | \$0 | \$0 | \$0 | \$0 | \$165 | \$19,337 | |
| 1100 | 0.00 | | | | | 11 | \$57,566 | \$0 | \$0 | \$57,566 | \$3,569 | \$835 | \$4,404 | \$7,763 | \$0 | \$0 | \$0 | \$604 | \$0 | \$70,357 |
| 4 High School Teacher - Upper Math Algebra & Geometry | 1.00 | | 11/18/2019 | 0% | \$5,801 | 3 | \$17,404 | \$1,079 | \$252 | \$17,404 | \$1,331 | \$524 | \$2,620 | \$0 | \$0 | \$0 | \$0 | \$183 | \$21,538 | |
| 1100/1400 | 0.50 | | | | | 11 | \$63,516 | \$0 | \$0 | \$63,516 | \$3,957 | \$925 | \$4,882 | \$6,434 | \$0 | \$0 | \$0 | \$670 | \$0 | \$75,602 |
| 5 High School Teacher - Science 9th/12th Grade | 1.00 | | 10/1/2018 | 0% | \$5,920 | 3 | \$17,760 | \$1,101 | \$258 | \$17,760 | \$1,359 | \$940 | \$4,702 | \$0 | \$0 | \$0 | \$0 | \$186 | \$24,007 | |
| 1100 | 0.00 | | | | | 11 | \$65,119 | \$0 | \$0 | \$65,119 | \$4,037 | \$944 | \$4,982 | \$11,548 | \$0 | \$0 | \$0 | \$684 | \$0 | \$82,332 |
| 6 High School Teacher - Spanish | 1.00 | | 8/1/2020 | 0% | \$5,303 | 3 | \$15,910 | \$986 | \$231 | \$15,910 | \$986 | \$231 | \$1,217 | \$782 | \$3,911 | \$0 | \$0 | \$167 | \$21,205 | |
| 1100/1400 | 0.50 | | | | | 11 | \$58,337 | \$0 | \$0 | \$58,337 | \$3,617 | \$846 | \$4,463 | \$9,605 | \$0 | \$0 | \$0 | \$613 | \$0 | \$73,016 |
| 7 High School Teacher - Spanish | 1.00 | | 8/1/2021 | 0% | \$0 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100 | 0.00 | | | | | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 8 High School Teacher - Lower Math Pre-Algebra and Math AVID | 1.00 | | 8/1/2019 | 75% | \$0 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1100/1400 | 0.00 | | | | | 11 | \$58,796 | \$3,645 | \$0 | \$58,796 | \$3,645 | \$853 | \$4,498 | \$9,605 | \$0 | \$0 | \$0 | \$617 | \$0 | \$73,917 |
| 9 High School Teacher - Social Science | 1.00 | | 8/1/2019 | 0% | \$5,345 | 3 | \$16,035 | \$994 | \$233 | \$16,035 | \$994 | \$233 | \$1,227 | \$782 | \$3,911 | \$0 | \$0 | \$168 | \$21,341 | |
| 1100/1400 | 0.00 | | | | | 11 | \$58,796 | \$3,645 | \$0 | \$58,796 | \$3,645 | \$853 | \$4,498 | \$9,605 | \$0 | \$0 | \$0 | \$617 | \$0 | \$73,917 |

Fortune School of Education
 Salary Budgets
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| Position | FTE | Increase | 3.00% Hire Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/Hours Paid | Salary | Symposium Other Adjustmer | Subs for Sick Days | Total Comp | FICA 0.0262 | Medi 0.0145 | Total Medical Rates | 4.00% No Cal 4.00% Premium Annual Cost | 4% Match | Pub.SchI W/C 0.0105 | Higher Ed W/C 0.0088 | Total Costs |
|---|-------|--------------------------------|-----------------|-----------------------------|--------------------|-------------------|----------------|---------------------------|--------------------|--------------------|-----------------|-----------------|---------------------|--|-----------------|---------------------|----------------------|--------------------|
| 10 High School Teacher - Social Science | 0.50 | Vacant | 8/1/2022 | 0% | \$5,081 | 3 | \$7,621 | \$7,621 | \$0 | \$7,621 | \$473 | \$111 | \$563 | \$728 | \$1,820 | \$0 | \$80 | \$10,105 |
| 1100 | | New position for growth | | | \$5,081 | 8 | \$20,324 | \$20,324 | \$0 | \$20,324 | \$1,260 | \$295 | \$1,555 | \$757 | \$2,650 | \$0 | \$213 | \$24,142 |
| 11 High School Teacher - PE | 8.00 | Chen, Alexandra | 8/17/2019 | 0% | \$34.32 | 65 | \$17,848 | \$17,848 | \$0 | \$17,848 | \$1,107 | \$259 | \$1,365 | \$757 | \$30,285 | \$0 | \$187 | \$49,685 |
| 1100 | | Pos #343 | | | \$34.32 | 148 | \$40,638 | \$40,638 | \$0 | \$40,638 | \$2,529 | \$569 | \$3,109 | \$787 | \$44,095 | \$0 | \$427 | \$88,288 |
| 12 High School Teacher - PE | 4.00 | Vacant | 8/1/2022 | 0% | \$32.80 | 65 | \$8,527 | \$8,527 | \$0 | \$8,527 | \$529 | \$124 | \$652 | \$0 | \$0 | \$0 | \$90 | \$9,269 |
| 1100 | | New position for growth | | | \$32.80 | 148 | \$19,415 | \$19,415 | \$0 | \$19,415 | \$1,204 | \$282 | \$1,486 | \$0 | \$0 | \$0 | \$204 | \$21,104 |
| 13 High School Teacher - AVID | 1.00 | Vacant | 8/1/2022 | 0% | \$5,081 | 3 | \$15,243 | \$15,243 | \$0 | \$15,243 | \$945 | \$221 | \$1,166 | \$728 | \$3,640 | \$0 | \$160 | \$20,209 |
| 1100 | | New position for growth | | | \$5,081 | 8 | \$40,648 | \$40,648 | \$0 | \$40,648 | \$2,520 | \$589 | \$3,110 | \$757 | \$5,300 | \$0 | \$427 | \$49,484 |
| 13 High School Teacher - AVID | 1.00 | Vacant | 8/1/2023 | 0% | \$4,933 | 3 | \$14,799 | \$14,799 | \$0 | \$14,799 | \$918 | \$215 | \$1,132 | \$700 | \$2,100 | \$0 | \$155 | \$18,187 |
| 1100 | | New position for growth | | | \$4,933 | 8 | \$39,464 | \$39,464 | \$0 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$414 | \$47,993 |
| Education Specialist | 1.00 | Jordan, Jaylan | 8/23/2017 | 0% | \$5,303 | 3 | \$15,910 | \$15,910 | \$0 | \$15,910 | \$966 | \$231 | \$1,217 | \$782 | \$3,911 | \$0 | \$167 | \$21,205 |
| 1100/6500 | | Pos #264 | | | \$5,303 | 8 | \$42,827 | \$42,827 | \$0 | \$42,827 | \$2,630 | \$615 | \$3,246 | \$813 | \$5,684 | \$0 | \$445 | \$51,813 |
| Performing Arts Teacher (Title I) | 4.00 | Edwards, Detrick | 9/26/2019 | 0% | \$35 | 65 | \$8,992 | \$8,992 | \$0 | \$8,992 | \$558 | \$130 | \$688 | \$0 | \$0 | \$0 | \$94 | \$9,774 |
| 1100/3010 | | Pos #270 | | | \$35 | 148 | \$20,474 | \$20,474 | \$0 | \$20,474 | \$1,269 | \$297 | \$1,566 | \$0 | \$0 | \$0 | \$215 | \$22,255 |
| Child Care for Parent Academies | 1.00 | Vacant | 1.0 | 0% | \$15.90 | 7.5 | \$119 | \$119 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$1 | \$130 |
| Child Care for Parent Workshops | 2900 | | 1 | | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Music Director | 1.00 | Vacant | | 0% | \$0 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2300/9001 | | | | | \$0 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Instructional Aide - RTI (Title I) (.69 FTE) | 0.00 | Vacant | | 0% | \$15.00 | 52 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$757 | \$0 | \$0 | \$0 | \$0 |
| 2100/3010 | | | | | \$15.00 | 144 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$787 | \$0 | \$0 | \$0 | \$0 |
| Substitute Teachers (12 sick/2 fteater/1 misc) | 12.00 | | | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (no subs for Principal/Ed Specialist) | | | | | \$200 | 15 | \$36,000 | \$36,000 | \$0 | \$36,000 | \$2,232 | \$522 | \$2,754 | \$0 | \$0 | \$0 | \$78 | \$39,132 |
| 1130 | | | | | \$200 | 15 | \$36,000 | \$36,000 | \$0 | \$36,000 | \$2,232 | \$522 | \$2,754 | \$0 | \$0 | \$0 | \$78 | \$39,132 |
| Subtotal Site Salaries for Early College High School | | | | | \$1,488,797 | | \$3,754 | \$3,754 | \$0,858 | \$1,501,409 | \$93,087 | \$21,770 | \$114,858 | \$262,664 | \$11,922 | \$15,765 | \$0 | \$1,906,617 |
| Tecoy Porter College Prep | | | | | | | | | | | | | | | | | | |
| Principal | 1.00 | Osborne (Hamakawa), Coryn | 9/21/2015 | 100% | \$6,556 | 4 | \$26,225 | \$26,225 | \$0 | \$26,225 | \$1,626 | \$380 | \$2,006 | \$1,544 | \$7,718 | \$1,049 | \$275 | \$37,274 |
| 1300 | | Pos #369 | | | \$6,556 | 8 | \$52,451 | \$52,451 | \$0 | \$52,451 | \$3,252 | \$761 | \$4,012 | \$1,695 | \$11,237 | \$2,098 | \$551 | \$70,949 |
| Assistant Principal | 0.00 | Erd Position | | 0% | \$6,556 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,544 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | Pos #368 | | | \$6,556 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,695 | \$0 | \$0 | \$0 | \$0 |
| Lead Teacher K-2 Stipend | 1.00 | Vacant | | | \$1,650 | 0 | \$1,650 | \$1,650 | \$0 | \$1,650 | \$102 | \$24 | \$126 | \$0 | \$0 | \$0 | \$17 | \$1,794 |
| 1300 | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Teacher 3-5 Stipend | 0.00 | Vacant - do not fill | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Lead Science Teacher Stipend | 0.00 | Vacant | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300 | | | | | \$1,650 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Saturday School Coordinator | 0.00 | Possible Future Position | | | \$27 | 4 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1300/3010 | | | | | \$27 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | | | | | \$27 | 12 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

Fortune School of Education
 Salary Budgets
 July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0262 | Medi 0.0145 | Total Rates | Medical Mo. | 4.00% No Cal Premium Annual Cost | 4% Match | Pub.Sch W/C 0.0105 0.0088 | Higher Ed W/C 0.0109 0.0088 | Total Costs |
|--|------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------|------------------------------|----------------------|------------|----------------|----------------|----------------|----------------|-------------------------------------|-------------|------------------------------------|--------------------------------------|----------------|
| Office Manager | 8.00 | | 10/26/2020 | 0% | \$22.74 | 89 | \$16,191 | | | \$16,191 | \$1,004 | \$235 | \$1,239 | \$782 | \$3,911 | \$0 | \$170 | \$21,510 | |
| 2400 | 1.00 | | | | \$22.74 | 173 | \$51,472 | | | \$51,472 | \$1,951 | \$456 | \$2,408 | \$813 | \$5,694 | \$0 | \$530 | \$59,904 | |
| School Secretary | 8.00 | | 7/1/2021 | 0% | \$19.10 | 89 | \$13,596 | | | \$13,596 | \$843 | \$197 | \$1,040 | \$757 | \$3,028 | \$0 | \$143 | \$17,808 | |
| 2400 | 1.00 | | | | \$19.10 | 173 | \$26,429 | | | \$26,429 | \$1,639 | \$363 | \$2,022 | \$787 | \$5,512 | \$0 | \$278 | \$34,240 | |
| Parent Liaison (.625 FTE) | 5.00 | | 7/1/2020 | 0% | \$16.39 | 89 | \$7,294 | | | \$7,294 | \$461 | \$108 | \$669 | \$0 | \$0 | \$0 | \$78 | \$8,089 | |
| 2900 | 0.50 | | | | \$16.39 | 173 | \$14,178 | | | \$14,178 | \$719 | \$206 | \$1,065 | \$0 | \$0 | \$0 | \$149 | \$15,412 | |
| Food Services Coordinator(.87 FTE) | 6.00 | | 8/1/2020 | 0% | \$16.39 | 60 | \$5,801 | | | \$5,801 | \$390 | \$91 | \$481 | \$782 | \$1,955 | \$0 | \$66 | \$8,797 | |
| 2200/0310 | 0.50 | | | | \$16.39 | 143 | \$14,063 | | | \$14,063 | \$905 | \$212 | \$1,117 | \$813 | \$2,847 | \$0 | \$153 | \$18,121 | |
| Supper Coordinator | 2.00 | | 8/1/2020 | 0% | \$16.39 | 47 | \$1,541 | | | \$1,541 | \$96 | \$22 | \$118 | \$0 | \$0 | \$0 | \$16 | \$1,675 | |
| 2200/0320 | 0.50 | | | | \$16.39 | 102 | \$3,344 | | | \$3,344 | \$218 | \$51 | \$270 | \$0 | \$0 | \$0 | \$37 | \$3,630 | |
| Custodian - Day | 8.00 | | 8/1/2020 | 0% | \$16.88 | 89 | \$12,020 | | | \$12,020 | \$745 | \$174 | \$920 | \$782 | \$3,911 | \$0 | \$126 | \$16,977 | |
| 2200/0000 | 1.00 | | | | \$16.88 | 173 | \$23,666 | | | \$23,666 | \$1,642 | \$384 | \$2,026 | \$813 | \$5,694 | \$0 | \$278 | \$34,484 | |
| Custodian - Night | 8.00 | | 7/16/2020 | 0% | \$16.88 | 89 | \$12,020 | | | \$12,020 | \$745 | \$174 | \$920 | \$782 | \$3,911 | \$0 | \$126 | \$16,977 | |
| 2200/0000 | 1.00 | | | | \$16.88 | 173 | \$23,666 | | | \$23,666 | \$1,642 | \$384 | \$2,026 | \$813 | \$5,694 | \$0 | \$278 | \$34,484 | |
| Custodian - Bridge | 4.00 | | 7/1/2021 | 0% | \$15.91 | 89 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 2200/0000 | 0.00 | | | | \$15.91 | 173 | \$1,560 | | | \$1,560 | \$97 | \$23 | \$119 | \$0 | \$0 | \$0 | \$16 | \$1,696 | |
| Instructional Aide - Mental Health | 0.00 | | | 0% | \$0.00 | 53 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 2100/0512 | 0.50 | | | | \$0.00 | 106 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Instructional Aide - Special Ed | 0.00 | | | 0% | \$16.39 | 53 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 2100/0500 | 0.00 | | | | \$16.39 | 106 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Reading Aide | 4.00 | | 12/7/2021 | 0% | \$16.39 | 56 | \$3,672 | | | \$3,672 | \$252 | \$59 | \$311 | \$0 | \$0 | \$0 | \$43 | \$4,419 | |
| 2100/0000 | 0.00 | | | | \$16.39 | 139 | \$9,113 | | | \$9,113 | \$587 | \$137 | \$725 | \$0 | \$0 | \$0 | \$99 | \$10,298 | |
| Reading Aide | 4.00 | | 8/1/2022 | 0% | \$16.39 | 56 | \$3,672 | | | \$3,672 | \$252 | \$59 | \$311 | \$0 | \$0 | \$0 | \$43 | \$4,419 | |
| 2100/0000 | 0.00 | | | | \$16.39 | 139 | \$9,113 | | | \$9,113 | \$587 | \$137 | \$725 | \$0 | \$0 | \$0 | \$99 | \$10,298 | |
| Reading Aide | 4.00 | | 8/1/2020 | 0% | \$16.39 | 56 | \$3,672 | | | \$3,672 | \$252 | \$59 | \$311 | \$0 | \$0 | \$0 | \$43 | \$4,419 | |
| 2100/0000 | 0.00 | | | | \$16.39 | 139 | \$9,113 | | | \$9,113 | \$587 | \$137 | \$725 | \$0 | \$0 | \$0 | \$99 | \$10,298 | |
| Yoga Instructor | 0.00 | | 8/1/2020 | 0% | \$34.87 | 57 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 2100/0000 | 0.50 | | | | \$34.87 | 114 | \$0 | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Yoga Lead Teacher | 0.20 | | 8/21/2019 | 0% | \$42.44 | 11 | \$93 | | | \$93 | \$18 | \$4 | \$23 | \$0 | \$0 | \$0 | \$3 | \$323 | |
| 2100/0000 | 0.00 | | | | \$42.44 | 25 | \$212 | | | \$212 | \$42 | \$10 | \$52 | \$0 | \$0 | \$0 | \$7 | \$738 | |
| Behavior Technician - (6.5 hr/day) (.69 FTE) | 5.50 | | 8/1/2021 | 0% | \$15.91 | 11 | \$963 | | | \$963 | \$190 | \$44 | \$234 | \$0 | \$0 | \$0 | \$22 | \$330 | |
| 2900 | 0.00 | | | | \$15.91 | 25 | \$2,188 | | | \$2,188 | \$298 | \$70 | \$368 | \$0 | \$0 | \$0 | \$51 | \$523 | |
| Behavior Technician - (6.5 hr/day) (.69 FTE) | 5.50 | | 8/1/2022 | 0% | \$16.39 | 11 | \$992 | | | \$992 | \$196 | \$46 | \$241 | \$782 | \$0 | \$0 | \$33 | \$3,430 | |
| 2900 | 0.00 | | | | \$16.39 | 25 | \$4,958 | | | \$4,958 | \$307 | \$72 | \$379 | \$813 | \$0 | \$0 | \$52 | \$5,990 | |
| Behavior Technician - (7.5 hr day) (.94 FTE) | 7.50 | | 8/1/2020 | 0% | \$16.39 | 57 | \$7,007 | | | \$7,007 | \$459 | \$107 | \$566 | \$782 | \$0 | \$0 | \$78 | \$8,044 | |
| 2900 | 0.50 | | | | \$16.39 | 130 | \$15,981 | | | \$15,981 | \$1,033 | \$242 | \$1,274 | \$813 | \$0 | \$0 | \$175 | \$18,105 | |

Fortune School of Education
 Salary Budgets
 July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0762 | Medi 0.0145 | Total Rases | Medical Mo. Premium Annual Cost | 4.00% No Cal | 4% Match | Pub.Sch W/C 0.0105 | Higher Ed W/C 0.0088 | Total Costs |
|---------------------------|------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|----------|------------------------------|----------------------|------------|----------------|----------------|----------------|------------------------------------|--------------|-------------|--------------------------|----------------------------|----------------|
| 2900 | | | | | | 107 | \$22,988 | \$393 | \$675 | \$24,057 | \$1,492 | \$349 | \$1,840 | \$0 | \$0 | \$0 | \$233 | \$0 | \$2,150 |
| 1100/1400 | 1.00 | | 8/1/2020 | 0% | \$5,303 | 3 | \$15,910 | \$986 | \$231 | \$17,127 | \$782 | \$3,911 | \$0 | \$167 | \$21,205 | \$0 | \$167 | \$21,205 | |
| | | | | | \$5,303 | 8 | \$42,427 | \$2,630 | \$615 | \$3,246 | \$813 | \$5,694 | \$0 | \$445 | \$51,813 | \$0 | \$445 | \$51,813 | |
| | | | | | \$5,303 | 11 | \$58,337 | \$0 | \$0 | \$58,337 | \$846 | \$9,605 | \$0 | \$613 | \$68,555 | \$0 | \$613 | \$68,555 | |
| 1100/1400 | 1.00 | | 8/1/2018 | 0% | \$5,373 | 3 | \$16,119 | \$999 | \$234 | \$17,353 | \$782 | \$3,911 | \$0 | \$169 | \$21,548 | \$0 | \$169 | \$21,548 | |
| | | | | | \$5,373 | 8 | \$42,984 | \$2,665 | \$623 | \$3,288 | \$422 | \$2,951 | \$0 | \$451 | \$48,675 | \$0 | \$451 | \$48,675 | |
| | | | | | \$5,373 | 11 | \$59,103 | \$0 | \$0 | \$59,103 | \$857 | \$4,978 | \$0 | \$621 | \$65,224 | \$0 | \$621 | \$65,224 | |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,345 | 3 | \$16,035 | \$994 | \$233 | \$17,262 | \$782 | \$3,911 | \$0 | \$168 | \$21,341 | \$0 | \$168 | \$21,341 | |
| | | | | | \$5,345 | 8 | \$42,761 | \$2,951 | \$620 | \$3,271 | \$813 | \$5,684 | \$0 | \$449 | \$52,175 | \$0 | \$449 | \$52,175 | |
| | | | | | \$5,345 | 11 | \$58,796 | \$0 | \$0 | \$58,796 | \$853 | \$4,498 | \$0 | \$617 | \$63,757 | \$0 | \$617 | \$63,757 | |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,476 | 3 | \$16,429 | \$1,019 | \$238 | \$17,686 | \$782 | \$3,911 | \$0 | \$173 | \$21,770 | \$0 | \$173 | \$21,770 | |
| | | | | | \$5,476 | 8 | \$43,812 | \$2,716 | \$635 | \$3,352 | \$813 | \$5,694 | \$0 | \$460 | \$53,317 | \$0 | \$460 | \$53,317 | |
| | | | | | \$5,476 | 11 | \$60,241 | \$0 | \$0 | \$60,241 | \$873 | \$4,608 | \$0 | \$633 | \$65,087 | \$0 | \$633 | \$65,087 | |
| 1100 | 1.00 | | 8/1/2020 | 0% | \$5,303 | 3 | \$15,910 | \$986 | \$231 | \$17,127 | \$782 | \$3,911 | \$0 | \$167 | \$21,205 | \$0 | \$167 | \$21,205 | |
| | | | | | \$5,303 | 8 | \$42,427 | \$2,630 | \$615 | \$3,246 | \$813 | \$5,694 | \$0 | \$445 | \$51,813 | \$0 | \$445 | \$51,813 | |
| | | | | | \$5,303 | 11 | \$58,337 | \$0 | \$0 | \$58,337 | \$846 | \$9,605 | \$0 | \$613 | \$68,555 | \$0 | \$613 | \$68,555 | |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$5,390 | 3 | \$16,171 | \$1,003 | \$234 | \$17,408 | \$782 | \$3,911 | \$0 | \$170 | \$21,364 | \$0 | \$170 | \$21,364 | |
| | | | | | \$5,390 | 8 | \$43,123 | \$2,674 | \$625 | \$3,299 | \$813 | \$5,694 | \$0 | \$453 | \$52,387 | \$0 | \$453 | \$52,387 | |
| | | | | | \$5,390 | 11 | \$59,295 | \$0 | \$0 | \$59,295 | \$860 | \$4,536 | \$0 | \$623 | \$63,751 | \$0 | \$623 | \$63,751 | |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$5,233 | 3 | \$15,700 | \$973 | \$228 | \$16,901 | \$757 | \$3,786 | \$0 | \$165 | \$20,852 | \$0 | \$165 | \$20,852 | |
| | | | | | \$5,233 | 8 | \$41,867 | \$2,596 | \$607 | \$3,203 | \$787 | \$5,512 | \$0 | \$440 | \$47,682 | \$0 | \$440 | \$47,682 | |
| | | | | | \$5,233 | 11 | \$57,568 | \$0 | \$0 | \$57,568 | \$835 | \$4,404 | \$0 | \$604 | \$62,406 | \$0 | \$604 | \$62,406 | |
| 1100 | 1.00 | | 8/1/2021 | 0% | \$5,233 | 3 | \$15,700 | \$973 | \$228 | \$16,901 | \$757 | \$3,786 | \$0 | \$165 | \$20,852 | \$0 | \$165 | \$20,852 | |
| | | | | | \$5,233 | 8 | \$41,867 | \$2,596 | \$607 | \$3,203 | \$787 | \$5,512 | \$0 | \$440 | \$47,682 | \$0 | \$440 | \$47,682 | |
| | | | | | \$5,233 | 11 | \$57,568 | \$0 | \$0 | \$57,568 | \$835 | \$4,404 | \$0 | \$604 | \$62,406 | \$0 | \$604 | \$62,406 | |
| 1100 | 1.00 | | 8/1/2022 | 0% | \$5,081 | 3 | \$15,243 | \$945 | \$221 | \$16,409 | \$728 | \$3,640 | \$0 | \$160 | \$20,209 | \$0 | \$160 | \$20,209 | |
| | | | | | \$5,081 | 8 | \$40,648 | \$2,520 | \$589 | \$3,110 | \$757 | \$5,300 | \$0 | \$427 | \$46,484 | \$0 | \$427 | \$46,484 | |
| | | | | | \$5,081 | 11 | \$55,891 | \$0 | \$0 | \$55,891 | \$810 | \$4,276 | \$0 | \$587 | \$60,693 | \$0 | \$587 | \$60,693 | |
| 1100 | 1.00 | | 8/1/2023 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$215 | \$15,932 | \$700 | \$3,100 | \$0 | \$155 | \$18,187 | \$0 | \$155 | \$18,187 | |
| | | | | | \$4,933 | 8 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$414 | \$47,993 | \$0 | \$414 | \$47,993 | |
| | | | | | \$4,933 | 11 | \$54,263 | \$0 | \$0 | \$54,263 | \$787 | \$4,151 | \$0 | \$570 | \$60,680 | \$0 | \$570 | \$60,680 | |
| 1100 | 1.00 | | 8/1/2023 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$215 | \$15,932 | \$700 | \$3,100 | \$0 | \$155 | \$18,187 | \$0 | \$155 | \$18,187 | |
| | | | | | \$4,933 | 8 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$414 | \$47,993 | \$0 | \$414 | \$47,993 | |
| | | | | | \$4,933 | 11 | \$54,263 | \$0 | \$0 | \$54,263 | \$787 | \$4,151 | \$0 | \$570 | \$60,680 | \$0 | \$570 | \$60,680 | |
| 14 PE Teacher | 8.00 | | 8/1/2020 | 0% | \$34,500 | 65 | \$17,939 | \$1,112 | \$260 | \$19,311 | \$757 | \$3,265 | \$0 | \$188 | \$49,784 | \$0 | \$188 | \$49,784 | |
| | | | | | \$34,500 | 148 | \$40,845 | \$2,532 | \$592 | \$3,125 | \$787 | \$4,085 | \$0 | \$429 | \$58,693 | \$0 | \$429 | \$58,693 | |
| | | | | | \$34,500 | 213 | \$58,784 | \$0 | \$0 | \$58,784 | \$652 | \$4,497 | \$0 | \$617 | \$63,727 | \$0 | \$617 | \$63,727 | |
| 1100 | 1.00 | | 8/1/2019 | 0% | \$5,706 | 3 | \$17,119 | \$1,061 | \$248 | \$18,428 | \$782 | \$3,911 | \$0 | \$180 | \$22,916 | \$0 | \$180 | \$22,916 | |
| | | | | | \$5,706 | 8 | \$45,651 | \$2,630 | \$662 | \$3,492 | \$1,520 | \$10,640 | \$0 | \$479 | \$60,263 | \$0 | \$479 | \$60,263 | |
| | | | | | \$5,706 | 11 | \$62,771 | \$0 | \$0 | \$62,771 | \$892 | \$4,802 | \$0 | \$659 | \$68,379 | \$0 | \$659 | \$68,379 | |
| 1100/6500 | 0.50 | | 8/1/2020 | 0% | \$7,001 | 3 | \$10,501 | \$651 | \$152 | \$12,304 | \$803 | \$1,173 | \$0 | \$110 | \$12,588 | \$0 | \$110 | \$12,588 | |
| | | | | | \$7,001 | 8 | \$28,003 | \$1,736 | \$406 | \$2,847 | \$913 | \$2,847 | \$0 | \$294 | \$33,287 | \$0 | \$294 | \$33,287 | |
| | | | | | \$7,001 | 11 | \$38,504 | \$2,387 | \$558 | \$2,946 | \$1,020 | \$4,004 | \$0 | \$404 | \$45,975 | \$0 | \$404 | \$45,975 | |
| Parent Academy Presenters | 7.00 | | | | \$75,000 | 1 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |

Fortune School of Education
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| Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustmer | Subs for Sick Days | Total Comp | FICA 0.0765 | Medi 0.0145 | Total Rases | Medical Mo. Premium | 4.00% No Cal Annual Cost | 4% Match | Pub.Sch W/C 0.0105 0.0109 | Higher Ed W/C 0.0088 0.0088 | Total Costs |
|--|-------|----------|--------------------------|-----------------------------------|--------------------------|-----------------------|--------------------|------------------------------|-----------------------|--------------------|-----------------|-----------------|-------------------|------------------------|-----------------------------|----------------|------------------------------------|--------------------------------------|--------------------|
| 1900 | | | | | \$75.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15.90 | 7.5 | \$119 | \$0 | \$0 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Child Care for Parent Workshops | 2900 | | | 1 | \$15.90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$130 |
| Saturday Instructors | 2.00 | | Per Sat | | \$100.00 | 8 | \$1,600 | \$0 | \$0 | \$1,600 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,739 |
| 1100/2010 | | | | | \$100.00 | 8 | \$1,600 | \$0 | \$0 | \$1,600 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,739 |
| Substitute Teachers (12 sick/2 feater/1 misc) (no subs for Principaled Specialists) | 14.00 | | Daily rate | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1130 | | | | | \$200 | 15 | \$42,000 | \$2,604 | \$0 | \$42,000 | \$609 | \$3,213 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$44,654 |
| | | | | | \$200 | 15 | \$42,000 | \$2,604 | \$0 | \$42,000 | \$609 | \$3,213 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$44,654 |
| Subtotal Site Salaries for TPCP | | | | | | | \$1,358,313 | \$12,167 | \$10,487 | \$1,380,968 | \$85,620 | \$20,024 | \$1,05,644 | | \$276,003 | \$3,147 | \$14,500 | \$0 | \$1,780,282 |
| New Middle School | | | | | | | | | | | | | | | | | | | |
| Principal | 1.00 | | 7/29/2013 | 100% | \$8,195 | 4 | \$32,782 | \$2,032 | \$475 | \$2,508 | \$951 | \$4,757 | \$1,311 | \$344 | \$41,702 | \$0 | \$0 | \$0 | \$41,702 |
| 1300/4610 | | | | | \$8,195 | 8 | \$65,564 | \$4,065 | \$951 | \$5,016 | \$989 | \$6,923 | \$2,623 | \$688 | \$80,816 | \$0 | \$0 | \$0 | \$80,816 |
| Office Manager | 8.00 | | 7/1/2023 | 0% | \$20.81 | 88 | \$14,650 | \$0 | \$0 | \$14,650 | \$6,097 | \$7,523 | \$11,683 | \$3,934 | \$122,518 | \$0 | \$0 | \$0 | \$122,518 |
| 2400 | | | | | \$20.81 | 176 | \$29,300 | \$0 | \$0 | \$29,300 | \$12,194 | \$15,147 | \$21,377 | \$7,868 | \$85,036 | \$0 | \$0 | \$0 | \$85,036 |
| School Secretary | 0.00 | | | 0% | \$15.00 | 88 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2400 | | | | | \$15.00 | 174 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Parent Liason | 4.00 | | 7/1/2023 | 0% | \$15.00 | 88 | \$5,280 | \$327 | \$77 | \$404 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$5,739 |
| 2900 | | | | | \$15.00 | 174 | \$10,440 | \$647 | \$151 | \$799 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$11,248 |
| Food Services Coordinator | 6.00 | | 8/1/2023 | 0% | \$15.00 | 53 | \$4,770 | \$296 | \$69 | \$965 | \$700 | \$1,050 | \$50 | \$6,235 | \$0 | \$0 | \$0 | \$0 | \$6,235 |
| 2200/5310 | | | | | \$15.00 | 155 | \$13,950 | \$898 | \$210 | \$1,108 | \$728 | \$2,548 | \$0 | \$152 | \$18,299 | \$0 | \$0 | \$0 | \$18,299 |
| Supper Coordinator | 2.00 | | 8/1/2023 | 0% | \$15.00 | 37 | \$1,110 | \$69 | \$16 | \$85 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,202 |
| 2200/5320 | | | | | \$15.00 | 111 | \$3,330 | \$218 | \$51 | \$269 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$3,815 |
| Instructional Aide - Mental Health | 8.00 | | 8/1/2023 | 0% | \$15.00 | 49 | \$6,375 | \$360 | \$45 | \$681 | \$106 | \$1,050 | \$77 | \$9,023 | \$0 | \$0 | \$0 | \$0 | \$9,023 |
| 2100/6512 | | | | | \$15.00 | 149 | \$11,100 | \$1,062 | \$210 | \$1,310 | \$2,100 | \$2,548 | \$180 | \$2,689 | \$0 | \$0 | \$0 | \$0 | \$2,689 |
| Instructional Aide - Mental Health | 7.60 | | 8/1/2023 | 0% | \$0.00 | 59 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2100/6512 | | | | | \$0.00 | 201 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Instructional Aide - Mental Health | 8.00 | | 8/1/2023 | 0% | \$0.00 | 142 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2100/6512 | | | | | \$0.00 | 59 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Instructional Aide - Mental Health | 8.00 | | 8/1/2023 | 0% | \$0.00 | 142 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2100/6512 | | | | | \$0.00 | 201 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Custodian - Day | 1.00 | | 8/1/2023 | 0% | \$15.00 | 88 | \$10,960 | \$655 | \$163 | \$808 | \$700 | \$5,096 | \$0 | \$111 | \$14,729 | \$0 | \$0 | \$0 | \$14,729 |
| 2200/0000 | | | | | \$15.00 | 174 | \$20,980 | \$1,295 | \$303 | \$1,597 | \$728 | \$5,096 | \$0 | \$219 | \$27,793 | \$0 | \$0 | \$0 | \$27,793 |
| Custodian - Night | 4.00 | | 8/1/2023 | 0% | \$15.00 | 174 | \$10,440 | \$647 | \$151 | \$799 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$11,248 |
| 2200/0000 | | | | | \$15.00 | 262 | \$15,720 | \$975 | \$228 | \$1,203 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$17,088 |
| Custodian - Bridge | 4.00 | | Possible Future Position | 0% | \$0.00 | 88 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2200/0000 | | | | | \$0.00 | 174 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Behavior Tech | 8.00 | | 8/1/2023 | 0% | \$15.00 | 57 | \$6,940 | \$360 | \$104 | \$551 | \$700 | \$1,750 | \$0 | \$76 | \$9,576 | \$0 | \$0 | \$0 | \$9,576 |
| 2900 | | | | | \$15.00 | 130 | \$15,000 | \$1,012 | \$237 | \$1,248 | \$728 | \$2,548 | \$0 | \$171 | \$20,288 | \$0 | \$0 | \$0 | \$20,288 |
| Behavior Tech | 8.00 | | 8/1/2023 | 0% | \$0.00 | 187 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2900 | | | | | \$0.00 | 130 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 1 Middle School Teacher | 1.00 | | 8/1/2022 | 0% | \$4,993 | 3 | \$14,799 | \$918 | \$215 | \$1,132 | \$728 | \$3,640 | \$0 | \$155 | \$19,727 | \$0 | \$0 | \$0 | \$19,727 |
| 1100/1400 | | | | | \$4,993 | 8 | \$39,664 | \$2,447 | \$572 | \$3,019 | \$757 | \$6,300 | \$0 | \$414 | \$48,197 | \$0 | \$0 | \$0 | \$48,197 |
| 2 Middle School Teacher | 1.00 | | 8/1/2022 | 0% | \$5,081 | 3 | \$15,243 | \$945 | \$221 | \$1,166 | \$728 | \$3,640 | \$0 | \$160 | \$20,209 | \$0 | \$0 | \$0 | \$20,209 |
| 2 Middle School Teacher | 1.00 | | 8/1/2022 | 0% | \$5,081 | 8 | \$40,648 | \$2,520 | \$589 | \$3,110 | \$757 | \$5,300 | \$0 | \$427 | \$49,494 | \$0 | \$0 | \$0 | \$49,494 |

Fortune School of Education
 Salary Budgets
 July 1, 2023 - June 30, 2024

| Position | FTE | Increase | 3.00% Rate Date | % of Year Eligible for 403b | Gross Monthly Cost | Months/ Hours Paid | Salary | Symposium Other Adjustmer | Subs for Six Days | Total Comp | FICA 0.0765 | Medl 0.0145 | Total Rates | Medical Mo. Premium Annual Cost | 4.00% No Cal | 4.00% So Cal | 403b Match | Pub.SchI W/C 0.0105 | Higher Ed W/C 0.0088 | Total Cases |
|---|------|----------|-----------------------|-----------------------------------|--------------------------|-----------------------|-----------|------------------------------|----------------------|------------|----------------|----------------|----------------|------------------------------------|--------------|--------------|---------------|---------------------------|----------------------------|----------------|
| 1100/1400 | | | | | | 11 | \$53,991 | \$0 | \$0 | \$53,991 | \$3,465 | \$810 | \$4,276 | \$0 | \$6,940 | \$0 | \$567 | \$0 | \$69,693 | |
| 3 Middle School Teacher | 1.00 | | 8/1/2023 | 0% | \$4,933 | 3 | \$14,799 | \$918 | \$215 | \$11,132 | \$700 | \$2,100 | \$0 | \$1,132 | \$0 | \$155 | \$0 | \$18,187 | | |
| | | | | | \$4,933 | 8 | \$39,464 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$414 | \$0 | \$414 | \$0 | \$47,993 | | |
| 1100 | | | | | | 11 | \$54,263 | \$0 | \$0 | \$54,263 | \$3,364 | \$787 | \$4,151 | \$0 | \$7,196 | \$0 | \$570 | \$0 | \$66,180 | |
| 4 Middle School Teacher | 1.00 | | 8/1/2023 | 0% | \$4,933 | 3 | \$14,798 | \$918 | \$215 | \$11,132 | \$700 | \$2,100 | \$0 | \$1,132 | \$0 | \$155 | \$0 | \$18,186 | | |
| | | | | | \$4,933 | 8 | \$39,463 | \$2,447 | \$572 | \$3,019 | \$728 | \$5,096 | \$0 | \$414 | \$0 | \$414 | \$0 | \$47,992 | | |
| 1100 | | | | | | 11 | \$54,261 | \$0 | \$0 | \$54,261 | \$3,364 | \$787 | \$4,151 | \$0 | \$7,196 | \$0 | \$570 | \$0 | \$66,176 | |
| Middle School Teacher | 0.00 | | | 0% | \$0 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | | | | | \$0 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1100 | | | | | | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Middle School Teacher | 0.00 | | | 0% | \$0 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | | | | | \$0 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1100 | | | | | | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 7 Leadership Teacher | 0.25 | | | 0% | \$0 | 3 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | | | | | \$0 | 8 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 1100 | | | | | | 11 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 8 PE Teacher | 0.50 | | 8/1/2023 | 0% | \$4,933 | 3 | \$7,400 | \$459 | \$107 | \$566 | \$0 | \$0 | \$0 | \$0 | \$0 | \$78 | \$0 | \$8,043 | | |
| | | | | | \$4,933 | 8 | \$19,732 | \$1,223 | \$286 | \$1,509 | \$0 | \$0 | \$0 | \$0 | \$0 | \$207 | \$0 | \$21,448 | | |
| 1100 | | | | | | 11 | \$27,132 | \$0 | \$0 | \$27,132 | \$1,682 | \$383 | \$2,076 | \$0 | \$0 | \$285 | \$0 | \$29,492 | | |
| Education Specialist | 0.50 | | 8/1/2023 | 0% | \$4,933 | 3 | \$7,400 | \$459 | \$107 | \$566 | \$700 | \$1,050 | \$0 | \$78 | \$0 | \$9,093 | | | | |
| | | | | | \$4,933 | 8 | \$19,732 | \$1,223 | \$286 | \$1,509 | \$728 | \$2,548 | \$0 | \$207 | \$0 | \$23,997 | | | | |
| 1100/6500 | | | | | | 11 | \$27,132 | \$0 | \$0 | \$27,132 | \$1,682 | \$383 | \$2,076 | \$0 | \$3,598 | \$0 | \$285 | \$0 | \$33,090 | |
| Performing Arts Teachers (Title I) | 4.00 | | 8/1/2023 | 0% | \$31,84 | 65 | \$8,276 | \$513 | \$120 | \$633 | \$0 | \$0 | \$0 | \$0 | \$0 | \$67 | \$0 | \$8,969 | | |
| | | | | | \$31,84 | 148 | \$18,649 | \$1,169 | \$273 | \$1,442 | \$0 | \$0 | \$0 | \$0 | \$0 | \$196 | \$0 | \$20,488 | | |
| 1100/3010 | | | | | | 213 | \$27,128 | \$0 | \$0 | \$27,128 | \$1,682 | \$383 | \$2,076 | \$0 | \$0 | \$285 | \$0 | \$29,488 | | |
| Child Care for Parent Academies | 1.00 | | 1.0 | | \$15,90 | 7.5 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1 | \$0 | \$130 | | |
| Child Care for Parent Workshops | 2900 | | | 1 | \$15,90 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| | | | | | | 6.00 | \$119 | \$7 | \$2 | \$9 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1 | \$0 | \$130 | | |
| 1100/3010 | | | | | | 12 | \$7,200 | \$0 | \$0 | \$7,200 | \$446 | \$104 | \$551 | \$0 | \$0 | \$0 | \$0 | \$76 | | |
| Saturday Instructors | 6.00 | | Per Sat | | \$100.00 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| | | | | | \$100.00 | 12 | \$7,200 | \$446 | \$104 | \$551 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$76 | | |
| 1100/3010 | | | | | | 12 | \$7,200 | \$0 | \$0 | \$7,200 | \$446 | \$104 | \$551 | \$0 | \$0 | \$0 | \$0 | \$76 | | |
| Substitute Teachers (12 sick/2 leaver/1 misc) | 7.25 | | Daily rate | | \$200 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| (no subs for Principal/Ed Specialist) | | | | | \$200 | 15 | \$21,750 | \$1,349 | \$315 | \$1,664 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$228 | | |
| 1130 | | | | | | 15 | \$21,750 | \$0 | \$0 | \$21,750 | \$1,349 | \$315 | \$1,664 | \$0 | \$0 | \$0 | \$0 | \$228 | | |
| | | | | | | | \$602,966 | \$720 | \$3,564 | \$607,250 | \$37,650 | \$8,805 | \$46,455 | \$0 | \$74,838 | \$3,934 | \$6,376 | \$0 | \$738,653 | |

Fortune School Cash Flow
July 1, 2021 - June 30, 2022

| Object Code | Description | Total Budget | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 | Jan-22 | Feb-22 | Mar-22 | Apr-22 | May-22 | Jun-22 | Total |
|-------------|--|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| | BEGINNING CASH | | 2,717,988 | 1,762,745 | 681,815 | 497,943 | 1,896,220 | 3,030,532 | 3,818,321 | 4,303,084 | 4,477,778 | 5,931,702 | 6,126,283 | 6,553,760 | |
| | REVENUES | | | | | | | | | | | | | | |
| | Revenue Limit Sources | | | | | | | | | | | | | | |
| | LCFF | | | | | | | | | | | | | | |
| 8011 | Education Protection Act Funds | 20,047,494 | | 1,002,375 | 1,002,375 | 1,804,274 | 1,804,274 | 1,804,274 | 1,804,274 | 1,804,274 | 1,804,274 | 1,804,274 | 1,804,274 | 3,608,549 | 20,047,494 |
| 8012 | State Aid - Prior Years | 1,925,222 | | | 481,306 | | | 481,306 | | | | | | 481,306 | 1,925,222 |
| 8019 | Charter Schools In Lieu of Property Taxes | 0 | | | | | | | | | | | | | 0 |
| 8096 | Federal Revenues | 0 | | | | | | | | | | | | | 0 |
| | Federal Revenues | | | | | | | | | | | | | | |
| 8290 | COVID-19 Relief | | | | | | | | | | | | | | 0 |
| 8181, 8182 | Special Education - Federal | 236,250 | | | | | | 59,063 | | | | | 59,063 | 118,125 | 236,250 |
| 8220 | Child Nutrition-Federal | 1,702,001 | 0 | 0 | 0 | 170,200 | 204,240 | 119,140 | 85,100 | 153,180 | 170,200 | 170,200 | 68,080 | 561,660 | 1,702,001 |
| 8290 | Other Federal (PCSGP, Title I & Title II) | 1,139,831 | 400,691 | | | | | 284,958 | | | | | 284,958 | 169,225 | 1,139,831 |
| | State and Local Revenues | | | | | | | | | | | | | | |
| 8520 | Child Nutrition-State | 133,009 | 0 | 0 | 0 | 13,301 | 15,961 | 9,311 | 6,650 | 11,971 | 13,301 | 13,301 | 5,320 | 43,893 | 133,009 |
| 8560 | Lottery | 307,282 | | | 76,821 | | | 76,821 | | | 76,821 | | | 76,821 | 307,282 |
| 8560 | Lottery Prop 20 Restricted | 100,379 | | | 25,095 | | | 25,095 | | | 25,095 | | | 25,095 | 100,379 |
| 8550 | Mandated Cost Reimbursement | 36,028 | | | | 36,028 | | | | | | | | | 36,028 |
| 8590, 8792 | All Other State Revenues | 3,571,214 | 5,000 | 60,529 | 60,529 | 1,244,872 | 1,08,952 | 108,952 | 153,352 | 108,952 | 676,912 | 108,952 | 108,952 | 830,263 | 3,571,214 |
| 8689, 8699 | All Other Local Revenues | 111,252 | 5,000 | 10,125 | 11,150 | 8,588 | 7,563 | 9,613 | 10,125 | 10,125 | 7,050 | 11,663 | 10,638 | 9,613 | 111,252 |
| | TOTAL REVENUES | 29,309,962 | 405,691 | 1,073,029 | 1,657,274 | 3,241,235 | 2,177,017 | 2,634,510 | 2,403,522 | 2,088,502 | 3,254,958 | 2,108,390 | 2,341,284 | 5,924,549 | 29,309,962 |
| | Expenses | | | | | | | | | | | | | | |
| 1000 | Total, Certificated Salaries | 7,031,586 | 492,211 | 590,653 | 590,653 | 590,653 | 590,653 | 590,653 | 593,128 | 590,653 | 590,653 | 590,653 | 590,653 | 630,368 | 7,031,586 |
| 2000 | Total, Non-certificated Salaries | 3,354,337 | 201,260 | 301,890 | 301,890 | 234,804 | 234,804 | 301,890 | 301,890 | 301,890 | 234,804 | 301,890 | 301,890 | 335,434 | 3,354,337 |
| 3000 | Total, Employee Benefits | 2,623,986 | 183,679 | 220,415 | 220,415 | 220,415 | 220,415 | 222,890 | 220,415 | 220,415 | 220,415 | 220,415 | 220,415 | 233,684 | 2,623,986 |
| 4000 | Total, Books and Supplies | 2,540,180 | 127,009 | 381,027 | 203,214 | 203,214 | 203,214 | 203,214 | 203,214 | 203,214 | 203,214 | 203,214 | 203,214 | 203,214 | 2,540,180 |
| 5000 | Total, Services and Other Operating Expenditures | 11,581,404 | 579,070 | 579,070 | 544,070 | 614,070 | 579,070 | 579,070 | 579,070 | 579,070 | 579,070 | 579,070 | 579,070 | 5,211,632 | 11,581,404 |
| 6000 | Total, Capital Outlay | 45,000 | | 22,500 | | | | | | | | | | | 45,000 |
| 7000 | Total, Other Outgo | 22,783 | 18,565 | 18,565 | 18,565 | 18,565 | 18,565 | 18,565 | 18,565 | 18,565 | 18,565 | 18,565 | 18,565 | 18,565 | 22,783 |
| | TOTAL EXPENSES | 27,399,276 | 1,601,795 | 2,114,121 | 1,901,308 | 1,948,808 | 1,846,722 | 1,846,722 | 1,918,758 | 1,913,808 | 1,846,722 | 1,913,808 | 1,913,808 | 6,632,897 | 27,399,276 |
| | OTHER FINANCING SOURCES/USES | | | | | | | | | | | | | | |
| | Total, Other Sources | 0 | | | | | | | | | | | | | 0 |
| | Less: Other Uses | 0 | | | | | | | | | | | | | 0 |
| | TOTAL OTHER FINANCING SOURCES/USES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | NET INCREASE/DECREASE | 1,910,686 | (1,196,104) | (1,041,092) | (244,034) | 1,292,427 | 330,296 | 787,789 | 484,764 | 174,694 | 1,408,237 | 194,582 | 427,476 | (708,348) | 1,910,686 |
| | ASSETS | | | | | | | | | | | | | | |
| | Prepaid Assets | | | | | | | | | | | | | | |
| | Tenant Improvements | | | | | | | | | | | | | | |
| | Accounts Receivable | | (2,271,939) | (1,550,416) | (1,444,616) | (1,473,085) | (1,687,861) | | | | (45,687) | | | 3,500,000 | |
| | TOTAL CHANGE IN ASSETS | | (2,271,939) | (1,550,416) | (1,444,616) | (1,473,085) | (1,687,861) | 0 | 0 | 0 | (45,687) | 0 | 0 | 3,500,000 | 0 |
| | LIABILITIES | | | | | | | | | | | | | | |
| | Accounts Payable | | (200,000) | (200,000) | | | | | | | | | | | 500,000 |
| | Deferral Financing/Draw on LOC | | (1,831,078) | (1,390,254) | (1,384,454) | (1,367,235) | (883,845) | | | | | | | | |
| | Deferred Revenue | | | | | | | | | | | | | | |
| | Payroll Liabilities | | (2,031,078) | (1,590,254) | (1,384,454) | (1,367,235) | (883,845) | | | | | | | 500,000 | |
| | TOTAL CHANGE IN LIABILITIES | | (2,031,078) | (1,590,254) | (1,384,454) | (1,367,235) | (883,845) | 0 | 0 | 0 | 0 | 0 | 0 | 500,000 | 0 |
| | ENDING CASH | | 1,762,745 | 681,815 | 497,943 | 1,896,220 | 3,030,532 | 3,818,321 | 4,303,084 | 4,477,778 | 5,931,702 | 6,126,283 | 6,553,760 | 2,845,412 | |

NOTES:

A Assumes that state payments will be received by the school in the month following the month of apportionment.

Fortune School Cash Flow
July 1, 2022 - June 30, 2023

| Object Code | Description | Total Budget | Jul-22 | Aug-22 | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Jan-23 | Feb-23 | Mar-23 | Apr-23 | May-23 | Jun-23 | Total |
|-------------|--|--------------|-------------|-------------|-------------|-----------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | BEGINNING CASH | | 2,845,412 | 2,873,356 | 1,778,961 | 1,552,358 | 3,072,279 | 4,562,170 | 5,457,289 | 6,175,234 | 6,423,875 | 8,004,553 | 8,274,528 | 8,737,440 | |
| | REVENUES | | | | | | | | | | | | | | |
| | Revenue Limit Sources | | | | | | | | | | | | | | |
| | LCFF | | | | | | | | | | | | | | |
| 8011 | Education Protection Act Funds | 22,189,651 | | 1,109,483 | 1,997,069 | 1,997,069 | 1,997,069 | 1,997,069 | 1,997,069 | 1,997,069 | 1,997,069 | 1,997,069 | 1,997,069 | 3,994,137 | 22,189,651 |
| 8012 | State Aid - Prior Years | 2,070,100 | | | 517,525 | | | 517,525 | | | 517,525 | | | 517,525 | 2,070,100 |
| 8019 | Charter Schools In Lieu of Property Taxes | 0 | | | | | | | | | | | | | 0 |
| 8096 | | 0 | | | | | | | | | | | | | 0 |
| | Federal Revenues | | | | | | | | | | | | | | |
| | COVID-19 Relief | | | | | | | | | | | | | | |
| 8290 | Special Education - Federal | 267,625 | | | | | | 66,906 | | | | | 66,906 | 133,813 | 267,625 |
| 8181, 8182 | Child Nutrition-Federal | 1,829,091 | 0 | 0 | 182,909 | 219,491 | 128,036 | 91,455 | 164,618 | 182,909 | 182,909 | 182,909 | 73,164 | 603,600 | 1,829,091 |
| 8290 | Other Federal (PCSGP, Title I & II) | 981,727 | | | | | | 245,432 | | | | | 245,432 | 490,863 | 981,727 |
| | State and Local Revenues | | | | | | | | | | | | | | |
| 8520 | Child Nutrition-State | 142,983 | 0 | 0 | 14,298 | 17,158 | 10,009 | 7,149 | 12,868 | 14,298 | 14,298 | 14,298 | 5,719 | 47,184 | 142,983 |
| 8560 | Lottery | 301,053 | | | 75,263 | | 75,263 | | | | 75,263 | | | 75,263 | 301,053 |
| 8560 | Lottery Prop 20 Restricted | 98,344 | | | 24,586 | | 24,586 | | | | 24,586 | | | 24,586 | 98,344 |
| 8550 | Lottery Mandated Cost Reimbursement | 40,694 | | | | 40,694 | | | | | | | | | 40,694 |
| 8590, 8792 | All Other State Revenues | 3,938,446 | 0 | 67,025 | 67,025 | 1,378,818 | 120,645 | 120,645 | 161,445 | 120,645 | 749,731 | 120,645 | 120,645 | 911,176 | 3,938,446 |
| 8689, 8699 | All Other Local Revenues | 113,774 | 5,000 | 10,377 | 11,453 | 8,764 | 7,689 | 9,840 | 10,377 | 10,377 | 7,151 | 11,991 | 10,915 | 9,840 | 113,774 |
| | TOTAL REVENUES | | 31,973,488 | 5,000 | 1,186,885 | 3,581,858 | 2,402,745 | 2,882,973 | 2,579,833 | 2,305,578 | 3,568,333 | 2,326,912 | 2,519,850 | 6,807,988 | 31,973,488 |
| | Expenses | | | | | | | | | | | | | | |
| 1000 | Total, Certificated Salaries | 7,714,712 | 540,030 | 648,036 | 648,036 | 648,036 | 648,036 | 648,036 | 650,511 | 648,036 | 648,036 | 648,036 | 648,036 | 691,849 | 7,714,712 |
| 2000 | Total, Non-certificated Salaries | 3,454,167 | 207,250 | 310,875 | 310,875 | 241,792 | 241,792 | 241,792 | 310,875 | 310,875 | 241,792 | 310,875 | 310,875 | 345,417 | 3,454,167 |
| 3000 | Total, Employee Benefits | 2,956,390 | 206,947 | 248,337 | 248,337 | 248,337 | 248,337 | 248,337 | 250,812 | 248,337 | 248,337 | 248,337 | 248,337 | 263,600 | 2,956,390 |
| 4000 | Total, Books and Supplies | 2,562,041 | 128,102 | 384,306 | 204,963 | 204,963 | 204,963 | 204,963 | 204,963 | 204,963 | 204,963 | 204,963 | 204,963 | 204,963 | 2,562,041 |
| 5000 | Total, Services and Other Operating Expenditures | 12,514,976 | 625,749 | 625,749 | 610,749 | 640,749 | 625,749 | 625,749 | 625,749 | 625,749 | 625,749 | 625,749 | 625,749 | 5,631,739 | 12,514,976 |
| 6000 | Total, Capital Outlay | 27,730 | 18,978 | 18,978 | 18,978 | 18,978 | 18,978 | 18,978 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7000 | Total, Other Outgo | 227,730 | 18,978 | 18,978 | 18,978 | 18,978 | 18,978 | 18,978 | 18,978 | 18,978 | 18,978 | 18,978 | 18,978 | 18,978 | 227,730 |
| | TOTAL EXPENSES | | 29,430,018 | 1,727,056 | 2,236,280 | 2,041,937 | 1,987,854 | 1,987,854 | 2,061,887 | 2,056,937 | 1,987,854 | 2,056,937 | 2,056,937 | 7,156,546 | 29,430,018 |
| | OTHER FINANCING SOURCES/USES | | | | | | | | | | | | | | |
| | Total, Other Sources | 0 | | | | | | | | | | | | | 0 |
| | Less: Other Uses | 0 | | | | | | | | | | | | | 0 |
| | TOTAL OTHER FINANCING SOURCES/USES | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | NET INCREASE/DECREASE | | 2,543,470 | (1,722,056) | (1,049,395) | (236,603) | 1,509,921 | 414,891 | 517,945 | 248,640 | 1,580,679 | 269,974 | 462,912 | (348,558) | 2,543,470 |
| | ASSETS | | | | | | | | | | | | | | |
| | Prepaid Assets | | | | | | | | | | | | | | |
| | Tenant Improvements | | | | | | | | | | | | | | |
| | Accounts Receivable | | (2,000,000) | (205,000) | (10,000) | (10,000) | (1,075,000) | (200,000) | (200,000) | | | | | 3,500,000 | |
| | TOTAL CHANGE IN ASSETS | | (2,000,000) | (205,000) | (10,000) | (10,000) | (1,075,000) | (200,000) | (200,000) | 0 | 0 | 0 | 0 | 3,500,000 | 0 |
| | LIABILITIES | | | | | | | | | | | | | | |
| | Accounts Payable | | (250,000) | (250,000) | | | | | | | | | | | 500,000 |
| | Deferral Financing/Draw on LOC | | | | | | | | | | | | | | |
| | Deferred Revenue | | | | | | | | | | | | | | |
| | Payroll Liabilities | | (250,000) | (250,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 500,000 | 0 |
| | TOTAL CHANGE IN LIABILITIES | | (250,000) | (250,000) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 500,000 | 0 |
| | ENDING CASH | | 2,873,356 | 1,778,961 | 1,552,358 | 3,072,279 | 4,562,170 | 5,457,289 | 6,175,234 | 6,423,875 | 8,004,553 | 8,274,528 | 8,737,440 | 5,388,882 | |

Notes:
A Assumes that state payments will be received by the school in the month following the month of apportionment.

Fortune School Cash Flow
July 1, 2023 - June 30, 2024

| Object Code | Description | Total Budget | Jul-23 | Aug-23 | Sep-23 | Oct-23 | Nov-23 | Dec-23 | Jan-24 | Feb-24 | Mar-24 | Apr-24 | May-24 | Jun-24 | Total |
|-------------|--|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|
| | BEGINNING CASH | | 5,388,882 | 5,282,201 | 4,101,646 | 3,875,092 | 5,537,239 | 7,101,824 | 8,106,586 | 8,987,337 | 9,298,447 | 11,030,682 | 11,364,084 | 11,981,775 | |
| | REVENUES | | | | | | | | | | | | | | |
| | Revenue Limit Sources | | | | | | | | | | | | | | |
| | LCFF | | | | | | | | | | | | | | |
| 8011 | Education Protection Act Funds | 24,505,479 | | 1,225,274 | 1,225,274 | 2,205,493 | 2,205,493 | 2,205,493 | 2,205,493 | 2,205,493 | 2,205,493 | 2,205,493 | 2,205,493 | 4,410,986 | 24,505,479 |
| 8012 | State Aid - Prior Years | 2,214,006 | | 553,502 | 553,502 | | 553,502 | | | | 553,502 | | | 553,502 | 2,214,006 |
| | Charter Schools In Lieu of Property Taxes | | | | | | | | | | | | | | |
| 8096 | Federal Revenues | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Federal Revenues | | | | | | | | | | | | | | |
| 8290 | COVID-19 Relief | | | | | | | | | | | | | | |
| 8181, 8182 | Special Education - Federal | 280,250 | | | | | | | 70,063 | | | | 70,063 | 140,125 | 280,250 |
| 8220 | Child Nutrition-Federal | 1,908,992 | 0 | 0 | 0 | 190,899 | 229,079 | 133,629 | 95,450 | 171,809 | 190,899 | 190,899 | 76,360 | 629,967 | 1,908,992 |
| 8290 | Other Federal (PCSGP, Title I & II) | 1,355,408 | | | | | | | 338,852 | | | | 338,852 | 677,704 | 1,355,408 |
| | State and Local Revenues | | | | | | | | | | | | | | |
| 8520 | Child Nutrition-State | 149,083 | 0 | 0 | 0 | 14,908 | 17,890 | 10,436 | 7,454 | 13,417 | 14,908 | 14,908 | 5,963 | 49,197 | 149,083 |
| 8560 | Lottery | 323,401 | | | 80,850 | | | 80,850 | | | 80,850 | | | 80,850 | 323,401 |
| 8560 | Lottery Prop 20 Restricted | 105,644 | | | 26,411 | | | 26,411 | | | 26,411 | | | 26,411 | 105,644 |
| 8550 | Lottery Prop 20 Mandated Cost Reimbursement | 44,965 | | | | 1,337,168 | | 44,965 | | | 668,584 | | | 668,584 | 2,674,337 |
| | Lottery Prop 20 STAR Reimbursements | \$0 | | | | | | | | | | | | | 0 |
| | Lottery Prop 20 SSID and STAR Reimbursements | \$1,478,041 | | | 73,902 | 133,024 | 133,024 | 133,024 | 48,000 | | | 133,024 | 133,024 | 266,047 | 1,478,041 |
| | Lottery Prop 20 Other State Revenues | \$96,000 | | | | | | | | | | | | 48,000 | 96,000 |
| 8590, 8792 | All Other Local Revenues | 117,064 | 5,000 | 10,706 | 11,848 | 8,994 | 7,853 | 10,136 | 10,706 | 10,706 | 7,283 | 12,418 | 11,277 | 10,136 | 117,064 |
| 8689, 8699 | All Other State Revenues | 35,252,669 | 5,000 | 1,309,882 | 1,971,786 | 3,890,487 | 2,638,304 | 3,153,481 | 2,909,042 | 2,534,450 | 3,880,954 | 2,556,743 | 2,841,031 | 7,561,510 | 35,252,669 |
| | TOTAL REVENUES | | | | | | | | | | | | | | |
| | Expenses | | | | | | | | | | | | | | |
| 1000 | Total, Certificated Salaries | 8,299,746 | 580,982 | 697,179 | 697,179 | 697,179 | 697,179 | 697,179 | 699,654 | 697,179 | 697,179 | 697,179 | 697,179 | 744,502 | 8,299,746 |
| 2000 | Total, Non-certificated Salaries | 3,731,090 | 223,865 | 335,798 | 335,798 | 335,798 | 261,176 | 261,176 | 335,798 | 335,798 | 261,176 | 335,798 | 335,798 | 373,109 | 3,731,090 |
| 3000 | Total, Employee Benefits | 3,198,158 | 223,871 | 268,645 | 268,645 | 268,645 | 268,645 | 268,645 | 271,120 | 268,645 | 268,645 | 268,645 | 268,645 | 285,359 | 3,198,158 |
| 4000 | Total, Books and Supplies | 2,958,526 | 147,926 | 443,779 | 236,682 | 236,682 | 236,682 | 236,682 | 236,682 | 236,682 | 236,682 | 236,682 | 236,682 | 236,682 | 2,958,526 |
| 5000 | Total, Services and Other Operating Expenditures | 13,306,170 | 665,308 | 665,308 | 650,308 | 680,308 | 665,308 | 665,308 | 665,308 | 665,308 | 665,308 | 665,308 | 665,308 | 5,987,776 | 13,306,170 |
| 6000 | Total, Capital Outlay | 15,000 | 0 | 15,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15,000 |
| 7000 | Total, Other Outgo | 236,733 | 19,728 | 19,728 | 19,728 | 19,728 | 19,728 | 19,728 | 19,728 | 19,728 | 19,728 | 19,728 | 19,728 | 19,728 | 236,733 |
| | TOTAL EXPENSES | 31,745,422 | 1,861,681 | 2,445,437 | 2,208,340 | 2,238,340 | 2,148,719 | 2,148,719 | 2,228,290 | 2,223,340 | 2,148,719 | 2,223,340 | 2,223,340 | 7,647,157 | 31,745,422 |
| | OTHER FINANCING SOURCES/USES | | | | | | | | | | | | | | |
| 8930-8979 | Total, Other Sources | 0 | | | | | | | | | | | | | 0 |
| 7630-7699 | Less: Other Uses | 0 | | | | | | | | | | | | | 0 |
| | TOTAL OTHER FINANCING SOURCES/USES | | | | | | | | | | | | | | 0 |
| | NET INCREASE/DECREASE | | | | | | | | | | | | | | |
| | ASSETS | | | | | | | | | | | | | | |
| | Prepaid Assets | | | | | | | | | | | | | | |
| | Tenant Improvements | | | | | | | | | | | | | | |
| | Accounts Receivable | | | | | | | | | | | | | | |
| | TOTAL CHANGE IN ASSETS | | | | | | | | | | | | | | |
| | LIABILITIES | | | | | | | | | | | | | | |
| | Accounts Payable | | | | | | | | | | | | | | |
| | Deferred Financing/Draw on LOC | | | | | | | | | | | | | | |
| | Deferred Revenue | | | | | | | | | | | | | | |
| | Payroll Liabilities | | | | | | | | | | | | | | |
| | TOTAL CHANGE IN LIABILITIES | | | | | | | | | | | | | | |
| | ENDING CASH | | 5,282,201 | 4,101,646 | 3,875,092 | 5,537,239 | 7,101,824 | 8,106,586 | 8,987,337 | 9,298,447 | 11,030,682 | 11,364,084 | 11,981,775 | 7,646,129 | |

NOTES:
A Assumes that state payments will be received by the school in the month following the month of apportionment.

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
(A California Non-Profit Public Benefit Corporation)

FINANCIAL STATEMENTS
June 30, 2020

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION

FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2020

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Rex and Margaret Fortune School of Education
Sacramento, California

Report on the Financial Statements

We have audited the accompanying financial statements of Rex and Margaret Fortune School of Education, which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Rex and Margaret Fortune School of Education as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

(Continued)

Other Matter

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditure of federal awards as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and the other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The schedule of expenditure of federal awards and other supplementary information as listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information, has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditure of federal awards and other supplementary information as listed in the table of contents, are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2020 on our consideration of Rex and Margaret Fortune School of Education's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rex and Margaret Fortune School of Education's internal control over financial reporting and compliance.

Crowe LLP

Crowe LLP

Sacramento, California
November 12, 2020

FINANCIAL STATEMENTS

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
STATEMENT OF FINANCIAL POSITION
June 30, 2020

| | |
|--|----------------------|
| Current assets: | |
| Cash and cash equivalents (Note 2) | \$ 5,501,586 |
| Accounts receivable (Note 3) | 3,737,750 |
| Prepaid expenses | <u>483,745</u> |
| Total current assets | <u>9,723,081</u> |
| Noncurrent assets: | |
| Capital assets, net (Note 4) | <u>2,958,337</u> |
| Total noncurrent assets | <u>2,958,337</u> |
| Total assets | <u>\$ 12,681,418</u> |
| Current liabilities: | |
| Accounts payable | \$ 638,802 |
| Accrued expenses, vacation and payroll | 204,799 |
| Deferred revenue | 978,423 |
| Long-term liabilities - current portion (Note 5) | <u>2,338,237</u> |
| Total current liabilities | <u>4,160,261</u> |
| Noncurrent liabilities: | |
| Deferred rent | 1,791,295 |
| Long-term liabilities (Note 5) | <u>2,821,945</u> |
| Total noncurrent liabilities | <u>4,613,240</u> |
| Total liabilities | <u>8,773,501</u> |
| Net assets: | |
| With donor restrictions | 79,484 |
| Without donor restrictions | <u>3,828,433</u> |
| Total net assets | <u>3,907,917</u> |
| Total liabilities and net assets | <u>\$ 12,681,418</u> |

See accompanying notes to financial statements.

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2020

| | |
|---|---------------------|
| Unrestricted net assets: | |
| Program revenues: | |
| Charter school revenues: | |
| Local control funding formula revenue | \$ 18,620,950 |
| Other state revenue | 2,079,866 |
| Other local revenue | 255,420 |
| Net assets released from restrictions | <u>3,861,609</u> |
| Total charter school revenues | 24,817,845 |
| Other program revenues: | |
| Pre-service tuition | 56,270 |
| District intern tuition | 286,858 |
| Master's tuition | 7,920 |
| After school program | 245,727 |
| Other revenues | 1,000,633 |
| Net assets released from donor restriction | <u>422,412</u> |
| Total program revenues | <u>26,837,665</u> |
| Functional expenses: | |
| Program administration | 3,227,632 |
| Data and analytics | 412,432 |
| Curriculum and instruction | 707,365 |
| Advocacy | 345,612 |
| Teacher education | 470,732 |
| Pre-service program | 10,609 |
| TEACH program | 84,272 |
| School leadership program | 28,654 |
| After school program | 208,774 |
| Charter school operations | <u>20,452,519</u> |
| Total expenses | <u>25,948,601</u> |
| Increase in net assets without donor restrictions | <u>889,064</u> |
| Changes in net assets without donor restrictions | |
| Charter school revenues: | |
| Federal revenue | 2,545,766 |
| Other state revenue | 316,378 |
| Other local revenue | <u>1,412,192</u> |
| Total revenues | 4,274,336 |
| Net assets released from restrictions | <u>(4,284,021)</u> |
| Decrease in net assets with donor restrictions | <u>(9,686)</u> |
| Increase in total net assets | 879,379 |
| Net assets, beginning of year | <u>3,028,538</u> |
| Net assets, end of year | <u>\$ 3,907,917</u> |

See accompanying notes to financial statements.

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2020

| | |
|--|---------------------|
| Cash flows from operating activities: | |
| Increase in net assets | \$ 879,379 |
| Adjustments to reconcile increase in net assets to net cash provided by operating activities: | |
| Depreciation | 651,576 |
| Changes in: | |
| Accounts receivable | (53,490) |
| Prepaid expenses | (258,518) |
| Accounts payable | (254,001) |
| Accrued expenses, vacation and payroll | 32,974 |
| Deferred revenue | 497,986 |
| Deferred rent | 360,440 |
| | <u>1,856,346</u> |
| Net cash provided by operating activities | |
| | <u>1,856,346</u> |
| Cash flows used in investing activities: | |
| Purchases of capital assets | <u>(155,307)</u> |
| Cash flows from financing activities: | |
| Proceeds from loans | 3,970,100 |
| Payment on loans and capital leases payable | <u>(624,729)</u> |
| | <u>3,345,371</u> |
| Net cash provided by financing activities | |
| | <u>3,345,371</u> |
| Net increase in cash and cash equivalents | 5,046,410 |
| Cash and cash equivalents, beginning of year | <u>455,176</u> |
| Cash and cash equivalents, end of year | <u>\$ 5,501,586</u> |
| Supplementary disclosure of cash flow information: | |
| Cash paid during the year for interest | \$ 61,979 |

See accompanying notes to financial statements.

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
NOTES TO FINANCIAL STATEMENTS
June 30, 2020

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Rex and Margaret Fortune School of Education ("FSE") is a nonprofit corporation organized to prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Established in 1989, FSE is a comprehensive educator preparation institution. Working with a consortium of California school districts, FSE also helps school districts develop their teaching pool with qualified teacher candidates. Rex and Margaret Fortune School of Education, sponsors two charter schools: Fortune School and Hardy Brown College Prep. Fortune School operates six separate charter school campuses: Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College Prep, Hazel Mahone College Prep and Rex and Margaret Fortune Early College.

Basis of Presentation: The financial statements conform with Accounting Standards Codification (ASC) 958-205, *Financial Statements of Not-For-Profit Organizations*. Under ASC No. 958-205, FSE reports information regarding its financial position and activities according to two classes of net assets: with donor restrictions and without donor restrictions.

Revenue Recognition: Tuition is recognized as earned on the accrual basis of accounting in the period services are provided. Tuition collected in advance of the service period is recorded as deferred revenues until earned.

Contributions, including grants from Federal, State and local sources, are recognized in the period received or unconditionally promised. All contributions are considered available for unrestricted use unless specifically restricted by donors for future periods or specific purposes. Donor or grantor-restricted amounts are reported as increases in net assets with donor restrictions.

Cash and Cash Equivalents: For financial statement purposes, FSE considers all investments with a maturity at purchase of three months or less to be cash equivalents.

Accounts Receivable: Accounts receivable consist of tuition and fee charges to students, and amounts due from the federal and state governments related to federal and state programs. FSE has not established an allowance for doubtful accounts due to the nature of these accounts. Management continually monitors the accounts for collectibility. FSE does not charge interest on past due accounts.

Capital Assets: Capital assets purchased or acquired, with an original cost of \$5,000 or more, are recorded at historical cost. Contributed assets are reported at acquisition value for the contributed asset. Capital assets are depreciated using the straight-line method over estimated useful lives of three to forty years. Capital assets acquired under capital leases are depreciated over the shorter of the useful life or the lease term. FSE evaluates capital assets for financial impairment as events or changes in circumstances indicate that the carrying amounts of such assets may not be fully recoverable.

Deferred Revenue: Revenues from federal, state, and local special projects and programs are recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as deferred revenue until earned.

Deferred Rent: Certain operating leases contain scheduled and specified rent increases. The scheduled rent increases are recognized on a straight-line basis over the lease term as an increase in the amount of rental expense recognized each period. The difference between rent expense recognized and rental payments, as stipulated in each lease, is reflected in deferred rent on the statement of net position. At June 30, 2020, the balance of deferred rent is \$1,791,295.

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
NOTES TO FINANCIAL STATEMENTS
June 30, 2020

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Income Taxes: FSE is exempt from income taxes under Internal Revenue Code (IRC) Section 501(c)(6) and California Revenue and Tax Code Section 23701e. FSE is subject to income taxes from activities unrelated to its tax-exempt purposes.

FSE has accounted for uncertainty in income taxes as required by the *Accounting for Uncertainty in Income Taxes* Topic of the Financial Accounting Standards Board (FASB) Accounting Standards Codification. FSE uses a comprehensive model for recognizing, measuring, presenting and disclosing in the financial statements tax positions taken or expected to be taken on a tax return. A tax position is recognized as a benefit only if it is "more likely than not" that the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax benefit that is greater than 50% likely of being realized on examination. For tax positions not meeting the "more likely than not" test, no tax benefit is recorded. The effect of applying this model and the resulting identification of uncertain tax positions, if any, were not considered significant for financial reporting purposes. Management does not expect the total amount of unrecognized tax benefits to significantly change in the next 12 months.

FSE's policy is to recognize interest and penalties related to unrecognized tax benefits, if any, in interest and income tax expense, respectively. FSE has no amounts accrued for interest or penalties as of June 30, 2020.

Due to its tax-exempt status, FSE is not subject to U.S. federal income tax or state income tax. The tax years which remain subject to examination are the years ending June 30, 2017, 2018, 2019 and 2020.

Net Asset Classifications: FSE reports two primary classifications of net assets within the financial statements:

Net Assets - with donor restrictions - Net assets with donor restrictions represent the portion of net assets whose use by FSE is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of FSE.

Net Assets - without donor restrictions - Net assets without donor restrictions include those revenues and expenses associated with program and supporting services which do not have externally imposed restrictions on their use. Net assets with donor restriction and released from restriction as the restriction expires.

Use of Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
NOTES TO FINANCIAL STATEMENTS
June 30, 2020

NOTE 2 - CASH AND CASH EQUIVALENTS

Cash and cash equivalents at June 30, 2020 consisted of the following:

| | |
|-------------------------------------|-------------------------|
| Deposits: | |
| Cash on hand and in bank | \$ 5,501,450 |
| Cash with fiscal agent | <u>136</u> |
| Total cash and cash equivalents | <u>\$ 5,501,586</u> |

Custodial Credit Risk: FSE limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2020, the carrying amount of the FSE's accounts was \$5,501,586 and the bank balance was \$5,840,445, of which \$317,109 was insured.

NOTE 3 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2020 consisted of the following:

| | |
|-------------------------------|-------------------------|
| Receivable from local sources | \$ 78,886 |
| Due from grantor government | <u>3,658,864</u> |
| Total accounts receivable | <u>\$ 3,737,750</u> |

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2020

NOTE 4 - CAPITAL ASSETS

A schedule of changes in capital assets for the year ended June 30, 2020 is shown below:

| | Balance July 1, <u>2019</u> | <u>Additions</u> | <u>Deductions</u> | Balance June 30, <u>2020</u> |
|--------------------------------|-----------------------------------|---------------------|-------------------|------------------------------------|
| Capital assets: | | | | |
| Land improvements | \$ 1,034,111 | \$ 53,714 | \$ - | \$ 1,087,825 |
| Buildings and improvements | 3,937,388 | 60,837 | - | 3,998,225 |
| Equipment | 757,287 | - | - | 757,287 |
| Land | 277,346 | - | - | 277,346 |
| Work in progress | 15,381 | 42,006 | 1,250 | 56,137 |
| | <u>6,021,513</u> | <u>156,557</u> | <u>1,250</u> | <u>6,176,820</u> |
| Totals, at cost | | | | |
| Less accumulated depreciation: | | | | |
| Land improvements | (476,860) | (149,635) | - | (626,495) |
| Buildings and improvements | (1,455,709) | (446,759) | - | (1,902,468) |
| Equipment | (634,338) | (55,182) | - | (689,520) |
| | <u>(2,566,907)</u> | <u>(651,576)</u> | <u>-</u> | <u>(3,218,483)</u> |
| Total accumulated depreciation | | | | |
| Capital assets, net | <u>\$ 3,454,606</u> | <u>\$ (495,019)</u> | <u>\$ 1,250</u> | <u>\$ 2,958,337</u> |

NOTE 5 - LONG-TERM LIABILITIES

Charter School Loans: On August 24, 2015, FSE entered into a revolving promissory note with Umpqua Bank in the amount of up to \$1,500,000 to fund construction prior to timing from the reimbursement on the State Charter Facilities Incentive Grant. The expiration date of the note is June 30, 2020 and the loan was paid in full in June 2020.

On August 24, 2015, FSE entered into a promissory note with Umpqua Bank in the amount of up to \$1,200,000 to refund their previous promissory note payable. The interest rate of the loan is the greater of Prime + 0.75% or 4.00% per annum, and the maturity date of the note is five years from the Closing Date. As of June 30, 2020, the total outstanding principal balance on the Umpqua Bank promissory note was \$701,831.

On September 25, 2018, FSE entered into a promissory note with Umpqua Bank in the amount of \$720,500. The interest rate of the loan is 5.162% per annum, and the maturity date of the note is five years from the Closing Date. As of June 30, 2020, the total outstanding principal balance on the Umpqua Bank promissory note was \$488,251.

On April 30, 2020, FSE entered into a promissory note with Charter School Growth Fund in the amount of \$1,000,000. The interest rate of the loan is 1.00% per annum, and the maturity date of the note is June 30, 2026. As of June 30, 2020, the total outstanding principal balance on the promissory note was \$1,000,000.

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
NOTES TO FINANCIAL STATEMENTS
June 30, 2020

NOTE 5 - LONG-TERM LIABILITIES (Continued)

On May 26, 2020, FSE entered into a promissory note with Charter School Growth Fund in the amount of \$300,000. The interest rate of the loan is 0.00% per annum, and the maturity date of the note is November 30, 2021. As of June 30, 2020, the total outstanding principal balance on this promissory note was \$300,000.

Related interest paid on these notes during the current year was \$61,979.

Paycheck Protection Program: In April 2020, Fortune obtained a Paycheck Protection Program (PPP) Loan under a program offered by the United States Small Business Administration (SBA) in the amount of \$2,670,100. Fortune is accounting for the PPP Loan as a long-term liability in the statement of financial position as Fortune has yet to satisfy the forgiveness conditions imposed by the SBA. The loan has a stated interest rate of 1.0%, with no payments due for the first six months.

In order to obtain loan forgiveness from the SBA, Fortune must spend the PPP proceeds on allowance expenses and maintain certain required levels of employee retention over a 24-week period. The loan program expenditures and results are subject to review and acceptance by the SBA and, as a result of such review, future adjustments could be required. If the SBA does not forgive any portion of the PPP loan, the remaining balance is due over a two-year repayment period. Fortune expects to meet these conditions and apply for forgiveness during the year ending June 30, 2021.

Future annual maturity of the promissory note as of June 30, 2020 is as follows:

| Year ending <u>June 30,</u> | <u>Principal</u> |
|--------------------------------|---------------------|
| 2021 | \$ 2,338,237 |
| 2022 | 1,641,109 |
| 2023 | 180,836 |
| 2024 | - |
| 2025 | - |
| Thereafter | <u>1,000,000</u> |
| | <u>\$ 5,160,182</u> |

Changes in Long-Term Liabilities: A schedule of changes in long-term liabilities for the year ended June 30, 2020 is as follows.

| | Balance July 1, 2019 | Additions | Deductions | Balance June 30, 2020 | Amounts Due Within One Year |
|-----------------------------|----------------------------|---------------------|-------------------|-----------------------------|-----------------------------------|
| Charter school loans | \$ 1,814,811 | \$ 1,300,000 | \$ 624,729 | \$ 2,490,082 | \$ 1,151,526 |
| Paycheck Protection Program | - | 2,670,100 | - | 2,670,100 | 1,186,711 |
| Long-term liabilities | <u>\$ 1,814,811</u> | <u>\$ 3,970,100</u> | <u>\$ 624,729</u> | <u>\$ 5,160,182</u> | <u>\$ 2,338,237</u> |

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
NOTES TO FINANCIAL STATEMENTS
June 30, 2020

NOTE 6 - OPERATING LEASES

FSE leases various equipment under non-cancelable operating lease agreements. In addition, FSE leases the school premises under operating lease agreements. A summary of future minimum lease payments is as follows

| Year Ending June 30, | <u>Payments</u> |
|-------------------------|----------------------|
| 2021 | \$ 3,019,647 |
| 2022 | 2,850,353 |
| 2023 | 2,872,439 |
| 2024 | 2,373,023 |
| 2025 | 2,308,506 |
| Thereafter | <u>21,347,065</u> |
| | <u>\$ 34,771,033</u> |

Rent expense for the operating leases for the year ended June 30, 2020 was \$2,998,168.

NOTE 7 - RETIREMENT PLAN

FSE sponsors a retirement plan, under IRC Section 403(b). Eligible participants include all full-time employees of age 21 or more who have completed at least one year of employment. FSE's "Safe Harbor" provision matches up to 100% of employee contributions up to 4% of gross wages. FSE may also make discretionary profit-sharing contributions to the plan. Contributions made by FSE vest ratably over a three-year period. FSE's contributions totaled \$140,226 for the year ended June 30, 2020.

NOTE 8 - EXPENSES BY NATURE AND FUNCTION

The table below presents expenses by both their nature and their function for the year ended, June 30, 2020.

| | <u>Program Activities</u> | <u>Supporting Activities</u> | <u>Total</u> |
|---------------------------------|-------------------------------|----------------------------------|----------------------|
| Certificated salaries | \$ 5,983,822 | \$ 1,003,079 | \$ 6,986,901 |
| Classified salaries | 2,966,861 | 1,777,300 | 4,744,161 |
| Employee benefits | 2,282,853 | 748,638 | 3,031,491 |
| Books and supplies | 2,000,917 | 159,205 | 2,160,122 |
| Contract services and operating | 6,572,896 | 1,694,622 | 8,267,518 |
| Interest | 61,979 | 44,851 | 106,830 |
| Depreciation | <u>637,551</u> | <u>14,025</u> | <u>651,576</u> |
| Total expenses | <u>\$ 20,506,879</u> | <u>\$ 5,441,720</u> | <u>\$ 25,948,599</u> |

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. The expenses are allocated based on estimates of employees' time incurred and on usage of resources.

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
NOTES TO FINANCIAL STATEMENTS
June 30, 2020

NOTE 9 - COMMITMENTS AND CONTINGENCIES

FSE is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of FSE.

FSE received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

NOTE 10 - LIQUIDITY AND AVAILABILITY OF RESOURCES

FSE's financial assets available within one year of the balance sheet date for general expenditures are as follows:

| | |
|---------------------------|---------------------|
| Cash and cash equivalents | \$ 5,501,586 |
| Accounts receivable | <u>3,737,750</u> |
| Total | <u>\$ 9,239,336</u> |

FSE has \$9,239,336 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditure. None of the financial assets are subject to contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date. FSE has a goal to maintain financial assets, which consist of cash and cash equivalents and accounts receivable, to meet three months of normal operating expenses. FSE has a policy to structure its financial assets to be available as its general expenditures and liabilities come due.

NOTE 11 – COVID-19 IMPACT

In December 2019, a novel strain of coronavirus surfaced (COVID-19) and spread around the world, with resulting business and social disruption. In response to the pandemic and in compliance with various state and local ordinances, FSE closed physical campuses and transitioned to a distance learning model. On March 13, 2020, the Governor of California issued Executive Order N-26 – 20, guaranteeing state funding to support the continued payment of salaries and benefits to all employees through June 30, 2020.

The operations and business results of FSE could be materially adversely affected in the future including a reduction in the level of funding and impact to the timing of cash flows. In addition, significant estimates may be materially adversely impacted by national, state and local events designed to contain the coronavirus. For the 2021 school year, FSE is offering instruction in formats consistent with local health guidelines. Throughout the pandemic FSE has put into practice a number of safety measures to protect students and employees and will continue to revise them as needed.

NOTE 12 - SUBSEQUENT EVENTS

FSE has evaluated subsequent events for recognition and disclosure through November 12, 2020, which is the date financial statements were available to be issued.

SUPPLEMENTARY INFORMATION

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
ORGANIZATION
June 30, 2020

Rex and Margaret Fortune School of Education (FSE) is a nonprofit corporation that was established in 1989. FSE governs two charter schools, Hardy Brown College Prep and Fortune School. Hardy Brown College Prep was established by San Bernardino City Unified School through authority established in Education Code Section 47602 on July 1, 2010. Fortune School was established by Sacramento County Board of Education through authority established in Education Code Section 47602 on July 1, 2011. Hardy Brown College Prep is currently operating one kindergarten through 8th grade school and Fortune School was operating six campuses in Sacramento serving kindergarten through 11th grade in the 2019-20 school year.

GOVERNING BOARD

| <u>Name</u> | <u>Office</u> | <u>Term Expires</u> |
|--------------------------|---------------|---------------------|
| Elenor Brown | Member | 2021 |
| Dr. Paulette Brown-Hinds | Member | 2022 |
| Scott Loehr | Member | 2021 |
| Bertha Gorman | Member | 2022 |
| Ollie Watson | Member | 2021 |

ADMINISTRATION

Margaret Fortune
President/Chief Executive Officer

Bonnie Bensen
Chief Financial Officer

Michelle Grace
Chief Operating Officer

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
 SCHEDULE OF AVERAGE DAILY ATTENDANCE
 For the Year Ended June 30, 2020

| | Original Second <u>Period Report</u> | Audited Second <u>Period Report</u> | <u>Annual Report</u> |
|---|--|---|----------------------|
| <u>Hardy Brown College Prep</u> | | | |
| Certificate Number | 485024A1 | F2BB4816 | 24AD7EA3 |
| Classroom-Based: | | | |
| Transitional Kindergarten through Third | 236 | 236 | 236 |
| Grades Fourth through Sixth | 90 | 90 | 90 |
| Grades Seventh and Eighth | 41 | 41 | 41 |
| Total | <u>367</u> | <u>367</u> | <u>367</u> |
| <u>Fortune School</u> | | | |
| Certificate Number | 39BD8848 | 97BB8FD0 | 105BCB06 |
| Classroom-Based: | | | |
| Transitional Kindergarten through Third | 742 | 742 | 742 |
| Grades Fourth through Sixth | 360 | 360 | 360 |
| Grades Seventh through Eighth | 161 | 161 | 161 |
| Grades Ninth through Twelfth | 91 | 91 | 91 |
| Total | <u>1,354</u> | <u>1,354</u> | <u>1,354</u> |

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
 SCHEDULE OF INSTRUCTIONAL TIME
 For the Year Ended June 30, 2020

| <u>Grade Level</u> | <u>Statutory Minutes Requirement</u> | <u>2019-2020 Actual Minutes</u> | <u>Number of Days Traditional Calendar</u> | <u>Status</u> |
|---------------------------------|--------------------------------------|---------------------------------|--|---------------|
| <u>Hardy Brown College Prep</u> | | | | |
| Kindergarten | 36,000 | 65,105 | 175 | In Compliance |
| Grade 1 | 50,400 | 68,175 | 175 | In Compliance |
| Grade 2 | 50,400 | 73,770 | 175 | In Compliance |
| Grade 3 | 50,400 | 75,480 | 175 | In Compliance |
| Grade 4 | 54,000 | 74,120 | 175 | In Compliance |
| Grade 5 | 54,000 | 76,160 | 175 | In Compliance |
| Grade 6 | 54,000 | 72,430 | 175 | In Compliance |
| Grade 7 | 54,000 | 76,510 | 175 | In Compliance |
| Grade 8 | 54,000 | 76,510 | 175 | In Compliance |

| <u>Grade Level</u> | <u>Statutory Minutes Requirement</u> | <u>2019-2020 Actual Minutes</u> | <u>Number of Days Traditional Calendar</u> | <u>Status</u> |
|-----------------------|--------------------------------------|---------------------------------|--|---------------|
| <u>Fortune School</u> | | | | |
| Kindergarten | 36,000 | 63,570 | 175 | In Compliance |
| Grade 1 | 50,400 | 65,610 | 175 | In Compliance |
| Grade 2 | 50,400 | 71,730 | 175 | In Compliance |
| Grade 3 | 50,400 | 73,770 | 175 | In Compliance |
| Grade 4 | 54,000 | 73,770 | 175 | In Compliance |
| Grade 5 | 54,000 | 77,620 | 175 | In Compliance |
| Grade 6 | 54,000 | 71,185 | 175 | In Compliance |
| Grade 7 | 54,000 | 71,185 | 175 | In Compliance |
| Grade 8 | 54,000 | 71,185 | 175 | In Compliance |
| Grade 9 | 64,800 | 77,235 | 189 | In Compliance |
| Grade 10 | 64,800 | 77,235 | 189 | In Compliance |

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
 SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
 For the Year Ended June 30, 2020

| Federal Catalog Number | Federal Grantor/Pass-Through Grantor/Program or Cluster Title | Pass-Through Entity Identifying Number | Federal Expenditures |
|---|--|---|-------------------------|
| <u>U.S. Department of Education - Passed through California</u> | | | |
| <u>Department of Education</u> | | | |
| 84.010 | ESEA: Title I, Part A Basic Grants, Low Income | 14329 | \$ 662,507 |
| 84.027 | Special Education: IDEA Basic Local Assistance Entitlement, Part B, Section 611 | 13379 | 206,018 |
| 84.367 | ESEA (ESSA): Title II, Part A, Supporting Effective Instructional Local Grants | 14341 | 113,745 |
| <u>Passed through California School Financing Authority</u> | | | |
| Charter School Programs: | | | |
| 84.282 | ESSA, Title IV, Part C: Public Charter Schools Grants | 15388 | <u>369,387</u> |
| Total U.S. Department of Education | | | <u>1,351,657</u> |
| <u>U.S. Department of Education - Passed through California</u> | | | |
| <u>Department of Education</u> | | | |
| 10.555 | Child Nutrition Cluster: National School Lunch Program (NSLP) | 23165 | 858,832 |
| 10.558 | Child Nutrition: CACFP Claims - Centers and Family Day Care | 13393 | <u>351,290</u> |
| Total U.S. Department of Agriculture | | | <u>1,210,122</u> |
| Total Federal Programs | | | <u>\$ 2,561,779</u> |

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
SUPPLEMENTAL COMBINING STATEMENT OF FINANCIAL POSITION
June 30, 2020

| | Fortune School | | | | | | | | | | | Total Fortune School | Conversion | Combined |
|---|--------------------------|----------------|--------------------------|------------------------|----------------------------|-------------------------------|--|-----------------------|-----------------------------------|-------------|----------------------|----------------------|------------|--------------|
| | Hardy Brown College Prep | Fortune School | William Lee College Prep | Alan Rowe College Prep | Hazel Maahone College Prep | Ephraim Williams College Prep | Margaret Fortune Early College High School | Fortune Middle School | Tecoy Porter College P rep School | Charterwide | Total Fortune School | | | |
| Current Assets: | | | | | | | | | | | | | | |
| Cash and cash equivalents | \$ 5,393,781 | \$ 106,098 | \$ 1,706 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,707 | \$ - | \$ 5,501,586 |
| Accounts receivable | 43,156 | 770,446 | 416,173 | 606,895 | 830,629 | 50,894 | 52,374 | 66 | - | 134,406 | 2,924,138 | 347,212 | - | 3,737,750 |
| Prepaid expenses | 58,148 | 78,385 | 1,322 | 28,026 | 36,691 | 12,000 | 18,321 | 37,189 | 48,137 | - | - | - | - | 483,745 |
| Total current assets | 5,485,085 | 954,929 | 583,405 | 634,921 | 867,320 | 62,894 | 530,695 | 37,255 | 48,137 | 134,406 | 3,273,057 | - | - | 9,723,081 |
| Noncurrent assets: | | | | | | | | | | | | | | |
| Capital assets, net | 20,960 | - | - | - | - | - | - | - | - | - | - | - | 2,937,377 | 2,958,337 |
| Total noncurrent assets | 20,960 | - | - | - | - | - | - | - | - | - | - | - | 2,937,377 | 2,958,337 |
| Total assets | 5,506,045 | 954,929 | 583,405 | 634,921 | 867,320 | 62,894 | 530,695 | 37,255 | 48,137 | 134,406 | 3,273,057 | - | - | 12,681,418 |
| Current Liabilities: | | | | | | | | | | | | | | |
| Accounts payable | \$ 328,102 | \$ 38,704 | \$ 34,813 | \$ 68,175 | \$ 50,673 | \$ 30,964 | \$ 34,129 | \$ 5,403 | \$ 584 | \$ 275 | \$ 27,199 | \$ - | \$ - | \$ 638,802 |
| Accrued expenses, vacation and payroll | 91,557 | 1864 | 5,388 | 3,239 | 3,131 | 2,165 | 1,939 | - | - | - | 19,477 | 9,190 | - | 204,799 |
| Deferred revenue | 467,461 | 2,760 | 12,474 | 2,256 | 2,000 | 2,000 | 188,966 | 167,466 | 9,149 | - | 508,202 | - | - | 978,423 |
| Due to/from other funds | (900,000) | 165,307 | (1,223,357) | 437,067 | 670,708 | 552,342 | 634,119 | (131,753) | (43,866) | 134,131 | 734,693 | - | - | - |
| Long term liabilities - current portion | 1,186,711 | - | - | - | - | - | - | - | - | - | - | - | 1,151,526 | 2,338,237 |
| Total current liabilities | 1,173,831 | 208,635 | (1,170,682) | 510,737 | 726,512 | 587,491 | 839,153 | 41,116 | 48,137 | 134,406 | 1,534,368 | 1,243,427 | - | 4,160,261 |
| Noncurrent liabilities | | | | | | | | | | | | | | |
| Deferred rent | 88,908 | - | - | - | - | - | - | - | - | - | - | - | 1,722,389 | 1,791,295 |
| Long-term liabilities | 2,783,389 | - | - | - | - | - | - | - | - | - | - | - | 38,556 | 2,821,945 |
| Total noncurrent liabilities | 2,872,297 | - | - | - | - | - | - | - | - | - | - | - | 1,760,945 | 4,613,240 |
| Total liabilities | 4,046,128 | 208,635 | (1,170,682) | 510,737 | 726,512 | 587,491 | 839,153 | 41,116 | 48,137 | 134,406 | 1,534,368 | 3,004,372 | - | 8,773,501 |
| Net assets | | | | | | | | | | | | | | |
| With donor restrictions | - | 79,484 | 2,488 | (19,271) | 15,253 | (8,908) | (4,321) | - | - | - | - | - | - | 79,484 |
| Without donor restrictions | 1,489,929 | 666,810 | 1,751,599 | 143,455 | 25,555 | (516,689) | (304,137) | (3,861) | - | - | 1,738,689 | (66,995) | - | 3,828,433 |
| Total net assets | 1,489,929 | 746,294 | 1,754,087 | 124,184 | 40,808 | (524,597) | (308,458) | (3,861) | - | - | 1,738,689 | (66,995) | - | 3,907,917 |
| Total liabilities and net assets | 5,506,045 | 954,929 | 583,405 | 634,921 | 867,320 | 62,894 | 530,695 | 37,255 | 48,137 | 134,406 | 3,273,057 | 2,937,377 | - | 12,681,418 |

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
SUPPLEMENTAL COMBINING STATEMENT OF ACTIVITIES
June 30, 2020

Fortune School

| | Fortune School | | | | | | | | | | Total Fortune School | Conversion | Combined | |
|---|--------------------------|----------------|--------------------------|------------------------|---------------------------|-------------------------------|--|-----------------------|----------------------------------|-------------|----------------------|------------|----------|--|
| | Hardy Brown College Prep | Fortune School | William Lee College Prep | Alan Rowe College Prep | Hazel Mahone College Prep | Ephraim Williams College Prep | Margaret Fortune Early College High School | Fortune Middle School | Teacy Porter College Prep School | Charterwide | | | | |
| Net assets without donor restrictions: | | | | | | | | | | | | | | |
| Program revenues: | | | | | | | | | | | | | | |
| Charter school revenues: | | | | | | | | | | | | | | |
| Local control funding formula | | | | | | | | | | | | | | |
| Other state revenue | | | | | | | | | | | | | | |
| Other local revenue | | | | | | | | | | | | | | |
| Net assets released from restrictions | | | | | | | | | | | | | | |
| Total charter school revenues | | | | | | | | | | | | | | |
| Other program revenues: | | | | | | | | | | | | | | |
| Pre-service tuition | | | | | | | | | | | | | | |
| District intern tuition | | | | | | | | | | | | | | |
| Masters' tuition | | | | | | | | | | | | | | |
| After school program | | | | | | | | | | | | | | |
| Other Revenues | | | | | | | | | | | | | | |
| Net assets released from donor restrictions | | | | | | | | | | | | | | |
| Total program revenues | | | | | | | | | | | | | | |
| Functional expenses: | | | | | | | | | | | | | | |
| Program administration | | | | | | | | | | | | | | |
| Data and analytics | | | | | | | | | | | | | | |
| Curriculum and Instruction | | | | | | | | | | | | | | |
| Advocacy | | | | | | | | | | | | | | |
| Teacher education | | | | | | | | | | | | | | |
| Pre-service program | | | | | | | | | | | | | | |
| TEACH program | | | | | | | | | | | | | | |
| School leadership program | | | | | | | | | | | | | | |
| After school program | | | | | | | | | | | | | | |
| Charter school operations | | | | | | | | | | | | | | |
| Total expenses | | | | | | | | | | | | | | |
| Increase (decrease) in net assets without donor restriction | | | | | | | | | | | | | | |

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
SUPPLEMENTAL COMBINING STATEMENT OF ACTIVITIES

June 30, 2020

| | FSE | Rex and Margaret Fortune | | | | | | | | | | Total Fortune School | Conversion | Combined | |
|---|--------------|--------------------------|----------------|--------------------------|------------------------|---------------------------|-------------------------------|--|-----------------------|----------------------------------|-------------|----------------------|-------------|--------------|--|
| | | Hardy Brown College Prep | Fortune School | William Lee College Prep | Alan Rowe College Prep | Hazel Mahone College Prep | Ephraim Williams College Prep | Margaret Fortune Early College High School | Fortune Middle School | Tecoy Porter College Prep School | Charterwide | | | | |
| Net assets with donor restrictions: | | | | | | | | | | | | | | | |
| Program revenues: | | | | | | | | | | | | | | | |
| Charter school revenues: | | | | | | | | | | | | | | | |
| Federal revenue | \$ - | \$ 499,645 | \$ 263,385 | \$ 348,791 | \$ 448,405 | \$ 342,363 | \$ 158,447 | \$ 340,858 | \$ 10,066 | \$ - | \$ 134,406 | \$ 2,046,121 | \$ - | \$ 2,545,766 | |
| Other state revenue | - | 55,505 | 49,386 | 42,973 | 54,080 | 58,348 | 21,587 | 34,559 | - | - | - | 260,873 | - | 316,378 | |
| Other local revenue | 422,413 | 129,744 | 127,982 | 18,578 | 222,461 | 162,295 | 84,176 | 103,487 | 32,534 | 8,581 | - | 860,034 | - | 1,412,192 | |
| Total revenues | 422,413 | 684,894 | 440,753 | 509,822 | 724,946 | 563,006 | 264,210 | 478,904 | 42,600 | 8,581 | 134,406 | 3,167,028 | - | 4,274,335 | |
| Net assets released from restrictions | (422,413) | (673,024) | (438,265) | (500,547) | (744,860) | (563,182) | (273,118) | (483,225) | (42,600) | (8,581) | (134,406) | (3,188,584) | - | (4,284,021) | |
| Increase (decrease) in net assets with donor restrictions | - | 11,870 | 2,488 | 9,075 | (19,714) | (176) | (8,908) | (4,321) | - | - | - | (21,556) | - | (9,686) | |
| Increase in net assets | 979,965 | 230,775 | (60,701) | 507 | 179,348 | 270,339 | (18,586) | (52,190) | (3,861) | - | - | 314,856 | (646,217) | 879,379 | |
| Net assets, beginning of year | 509,964 | 515,519 | 1814,788 | 556,019 | (55,164) | (129,531) | (506,011) | (256,288) | - | - | - | 1,423,833 | 579,222 | 3,028,538 | |
| Net assets, end of year | \$ 1,489,929 | \$ 746,294 | \$ 1,754,087 | \$ 556,526 | \$ 124,184 | \$ 140,808 | \$ (524,597) | \$ (308,458) | \$ (3,861) | \$ - | \$ - | \$ 1,738,689 | \$ (66,995) | \$ 3,907,917 | |

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
 NOTES TO SUPPLEMENTARY INFORMATION
 June 30, 2020

NOTE 1 - PURPOSE OF SCHEDULES

A - Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of Hardy Brown College Prep and Fortune School charters. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to Hardy Brown College Prep, Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College Prep, Hazel Mahone College Prep and Rex and Margaret Fortune Early College. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B - Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by Hardy Brown College Prep, Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College Prep, Hazel Mahone College Prep and Rex and Margaret Fortune Early College and whether Hardy Brown College Prep, Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College Prep, Hazel Mahone College Prep and Rex and Margaret Fortune Early College complied with the provisions of Education Code Sections 46201 through 46206.

Fortune submitted a COVID-19 School Closure Certification with the Superintendent of Public Instruction (SSPI) in connection with the effected school days impacted by COVID-19. The certification was submitted to the SSPI on July 1, 2020.

C - Schedule of Expenditure of Federal Awards

The Schedule of Expenditure of Federal Awards includes the federal award activity of Rex and Margaret Fortune School of Education, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. FSE has not elected to use the 10-percent de minimis indirect cost rate allowed in the Uniform Guidance.

The following schedule provides a reconciliation between revenues reported on the Statement of Activities and the related expenditures reported on the Schedule of Expenditure of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues that have not been expended by June 30, 2020.

| <u>Description</u> | <u>CFDA Number</u> | <u>Amount</u> |
|---|------------------------|---------------------|
| Total Federal revenues, Statement of Activities | | \$ 2,545,766 |
| Child Nutrition: CACFP Claims - Centers and Family Day Care | 10.555 | (103,601) |
| Child Nutrition Cluster: National School Lunch Program (NSLP) | 10.558 | <u>119,614</u> |
| Total Schedule of Expenditure of Federal Awards | | <u>\$ 2,561,779</u> |

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
NOTES TO SUPPLEMENTARY INFORMATION
June 30, 2020

NOTE 1 - PURPOSE OF SCHEDULES (Continued)

D - Supplemental Combining Financial Statements

These financial statements consist of the Combining Statement of Financial Position and Statement of Activities for Fortune School of Education, Hardy Brown College Prep and Fortune School. The amounts presented for each of the charter schools is on a modified cash basis, but are converted to full accrual in the conversion column.

INDEPENDENT AUDITOR'S REPORT
 ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Governing Board
 Rex and Margaret Fortune School of Education
 Sacramento, California

Report on Compliance with State Laws and Regulations

We have audited Rex and Margaret Fortune School of Education's compliance with the types of compliance requirements described in the State of California's *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (the "Audit Guide") applicable to the state laws and regulations listed below for the year ended June 30, 2020:

| <u>Item</u> | <u>Description</u> | <u>Procedures Performed</u> |
|-------------|---|-----------------------------|
| A. | Attendance Reporting | No, see below |
| B. | Teacher Certification and Misassignments | No, see below |
| C. | Kindergarten Continuance | No, see below |
| D. | Independent Study | No, see below |
| E. | Continuation Education | No, see below |
| F. | Instructional Time | No, see below |
| G. | Instructional Materials | No, see below |
| H. | Ratio of Administrative Employees to Teachers | No, see below |
| I. | Classroom Teacher Salaries | No, see below |
| J. | Early Retirement Incentive | No, see below |
| K. | Gann Limit Calculation | No, see below |
| L. | School Accountability Report Card | No, see below |
| M. | Juvenile Court Schools | No, see below |
| N. | Middle or Early College High Schools | No, see below |
| O. | K-3 Grade Span Adjustment | No, see below |
| P. | Transportation Maintenance of Effort | No, see below |
| Q. | Apprenticeship: Related and Supplemental Instruction | No, see below |
| R. | Comprehensive School Safety Plan | No, see below |
| S. | District of choice | No, see below |
| T. | California Clean Energy Jobs Act | No, See below |
| U. | After School Education and Safety Program: | |
| | General requirements | No, see below |
| | After school | No, see below |
| | Before school | No, see below |
| V. | Proper Expenditure of Education Protection Account Funds | Yes |
| W. | Unduplicated Local Control Funding Formula Pupil Counts | Yes |
| X. | Local Control and Accountability Plan | Yes |
| Y. | Independent Study-Course Based | No, see below |
| AA. | Charter Schools - Attendance | Yes |
| BB. | Charter Schools - Mode of Instruction | Yes |
| CC. | Charter Schools - Nonclassroom-Based Instruction/Independent Study | No, see below |
| DD. | Charter Schools - Determination of Funding for Nonclassroom-based instruction | No, see below |
| EE. | Charter Schools - Annual Instructional Minutes - Classroom Based | Yes |
| FF. | Charter Schools - Charter School Facility Grant Program | Yes |

(Continued)

We did not perform any procedures relating to items "A." through "S." of the Audit Guide because these sections do not apply to Charter Schools.

We did not perform any procedures related to California Clean Energy Jobs Act because the Charter school did not expend any funds.

We did not perform any procedures related to After School Education and Safety Programs because the Charter School does not offer these programs.

We did not perform any procedures related to Independent Study-Course Based because the Charter School does not offer this program.

We did not perform any procedures related to Nonclassroom-Based Instruction/Independent Study or Determination of Funding for Nonclassroom-Based Instruction for the Charter Schools because the Charter Schools only offer classroom-based instructions.

Management's Responsibility

Management is responsible for compliance with the requirements of state laws and regulations, as listed above.

Auditor's Responsibility

Our responsibility is to express an opinion on Rex and Margaret Fortune School of Education's compliance with state laws and regulations as listed above based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State of California's *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (Audit Guide). Those standards and the Audit Guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on Rex and Margaret Fortune School of Education's compliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about Rex and Margaret Fortune School of Education's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of Rex and Margaret Fortune School of Education's compliance.

Opinion on Compliance with State Laws and Regulations

In our opinion, Rex and Margaret Fortune School of Education complied, in all material respects, with the compliance requirements referred to above that are applicable to the state laws and regulations referred to above for the year ended June 30, 2020.

Purpose of this Report

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the State of California's *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Crowe LLP
Crowe LLP

Sacramento, California
November 12, 2020

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

Governing Board
Rex and Margaret Fortune School of Education
Sacramento, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Rex and Margaret Fortune School of Education, which comprise of the statement of financial position as of June 30, 2020, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 12, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Rex and Margaret Fortune School of Education's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rex and Margaret Fortune School of Education's internal control. Accordingly, we do not express an opinion on the effectiveness of Rex and Margaret Fortune School of Education's internal control.

~~A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.~~

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rex and Margaret Fortune School of Education's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crowe LLP
Crowe LLP

Sacramento, California
November 12, 2020

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT
ON INTERNAL CONTROL OVER COMPLIANCE

Governing Board
Rex and Margaret Fortune School of Education
Sacramento, California

Report on Compliance for Each Major Federal Program

We have audited Rex and Margaret Fortune School of Education's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Rex and Margaret Fortune School of Education's major federal programs for the year ended June 30, 2020. Rex and Margaret Fortune School of Education's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Rex and Margaret Fortune School of Education's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Rex and Margaret Fortune School of Education's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Rex and Margaret Fortune School of Education's compliance.

Opinion on Each Major Federal Program

In our opinion, Rex and Margaret Fortune School of Education complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

(Continued)

Report on Internal Control Over Compliance

Management of Rex and Margaret Fortune School of Education is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Rex and Margaret Fortune School of Education's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Rex and Margaret Fortune School of Education's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Crowe LLP
Crowe LLP

Sacramento, California
November 12, 2020

FINDINGS AND RECOMMENDATIONS

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
 SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
 Year Ended June 30, 2020

SECTION I - SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Type of auditors' report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? _____ Yes X No

Significant deficiency(ies) identified not considered to be material weakness(es)? _____ Yes X None reported

Noncompliance material to financial statements noted? _____ Yes X No

FEDERAL AWARDS

Internal control over major programs:

Material weakness(es) identified? _____ Yes X No

Significant deficiency(ies) identified not considered to be material weakness(es)? _____ Yes X None reported

Type of auditors' report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Circular CFR 2 200.516(a)? _____ Yes X No

| <u>CFDA Number(s)</u> | <u>Name of Federal Program or Cluster</u> |
|-----------------------|---|
| 10.555 | Child Nutrition Cluster: National School Lunch Program (NSLP) |

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? X Yes _____ No

STATE AWARDS

Type of auditors' report issued on compliance for state programs: Unmodified

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2020

SECTION II - FINANCIAL STATEMENT FINDINGS

No matters were reported.

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2020

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

(Continued)

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2020

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

**STATUS OF PRIOR YEAR
FINDINGS AND RECOMMENDATIONS**

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS
Year Ended June 30, 2020

No matters were reported.



2021 - 2022 ENROLLMENT PACKET

Please Return Completed and Signed Application Along with Supporting Documents to:



San Bernardino
Grades: TK-8



65th & Stockton
Grades: TK-5



Oak Park
Grades: TK-5



Elk Grove
Grades: TK-5



Oak Park
Grades: 6-8



Natomas
Grades: TK-8



Elk Grove
Grades: 6-8



Meadowview
Grades: TK-3

OR EMAIL TO: enrollment@fortuneschool.us

ENROLLMENT PROCESS

Only a complete enrollment packet can be considered for enrollment. Open enrollment ends February 12, 2021. In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. All eligible names will be drawn from the container and those exceeding the number of available spaces will be placed on a waiting list in the order drawn. Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the school's total enrollment. Students who are currently enrolled at a Fortune School will not participate in the lottery, as they are automatically reserved a space.

If a lottery is not triggered after the February 12, 2021 open enrollment period, students will be enrolled on a first come, first served basis.

REQUIRED DOCUMENTS

- Attend Enrollment Meeting
- Student Application
Pages 1 - 3
- Proof of Birthdate
See Page 4 for Requirements
- Copy of Immunization Records
See Page 4 for Requirements
- Proof of Residency



2021 - 2022 STUDENT APPLICATION

SCHOOL SITE: *(you must choose only one)*

| | |
|--------------------------------------|---|
| HBCP (San Bernardino) Grades: TK - 8 | Fortune School (65th & Stockton) Grades: TK - 5 |
| WLCP (Oak Park) Grades: TK - 5 | ARCP (Elk Grove) Grades: TK - 5 |
| EWCP (Oak Park) Grades: 6 - 8 | HMCP (Natomas) Grades: TK - 8 |
| FMS (Elk Grove) Grades: 6 - 8 | TPCP (Meadowview) Grades: TK - 3 |

SCHOLAR PERSONAL/DEMOGRAPHIC

| | | |
|--|---|----------------|
| GRADE APPLYING FOR: TK K 1 2 3 4 5 6 7 8 | ENROLLMENT MEETING COMPLETE: | |
| Scholar Last Name | First Name | Middle Initial |
| (Residence) Street Address | City | Zip |
| (Mailing if different than above) Street Address | City | Zip |
| Primary Contact Phone #: Home / Cell / Work | Date of Birth: | Gender: M / F |
| Secondary Contact Phone #: Home / Cell / Work | Birth City: | Birth State: |
| Previous School of Attendance: | Has the student ever attended a Fortune School? YES or NO | |

PARENT/GUARDIAN CONTACTS

| | |
|--|--|
| Resides with Student?: Y / N | Resides with Student?: Y / N |
| Mother/Guardian First Name: | Father/Guardian First Name: |
| Mother/Guardian Last Name: | Father/Guardian Last Name: |
| Number and Street (if different than above): | Number and Street (if different than above): |
| City: Zip: | City: Zip: |
| Primary Contact Number: Home / Cell / Work | Primary Contact Number: Home / Cell / Work |
| Secondary Contact Number: Home / Cell / Work | Secondary Contact Number: Home / Cell / Work |
| Email Address: | Email Address: |
| Parent Education Level (circle one): Graduate Degree or Higher College Graduate Some College or Associate Degree High School Graduate Not a High School Graduate Decline to State | Parent Education Level (circle one): Graduate Degree or Higher College Graduate Some College or Associate Degree High School Graduate Not a High School Graduate Decline to State |
| Occupation: Employer: | Occupation: Employer: |

HOME LANGUAGE SURVEY: This information is essential in order to provide adequate instructional programs and services

| | |
|--|--|
| Which language did your son or daughter learn when he or she first began to talk? (PRIMARY LANGUAGE) | |
| What language does your son or daughter most frequently speak at home? | |
| What language do you use most frequently to speak to your son or daughter? | |
| Name the language most often spoken by the adults in the home: | |
| Was your child previously enrolled in ESL / Bilingual Program? | |

RESIDENCE: Where is your child/family current living? (check one)

This information is federally mandated for reporting purposes as part of the McKinney-Vento Assistance Act (42 U.S.C. §11431 et seq.)

| | |
|--------------------------|---|
| <input type="checkbox"/> | In a single family residence (house, apartment, condo, mobile home) |
| <input type="checkbox"/> | Temporarily double-up (sharing housing with other families/individuals due to hardship) |
| <input type="checkbox"/> | In a shelter or transitional housing program, motel/hotel, car, RV or a campsite |
| <input type="checkbox"/> | At another location (please specify): |

ETHNICITY: Is the student Hispanic or Latino? (check only one)

Note: The information collected in regard to ethnicity is being collected for data purposes only and school officials will not use the information to make admission decisions. The standards for classification of race and data mirror those standards used by the federal government for determining ethnicity and race.

| | |
|--------------------------|----------------------------|
| <input type="checkbox"/> | YES, Hispanic or Latino |
| <input type="checkbox"/> | NO, not Hispanic or Latino |

The above part of the question is about ethnicity, not race. No matter what you selected above, YOU MUST CONTINUE TO ANSWER THE FOLLOWING by marking one or more boxes.

Note: The information collected in regard to race is being collected for data purposes only and school officials will not use the information to make admission decisions. The standards for classification of race and data mirror those standards used by the federal government for determining ethnicity and race.

RACE: What is the race of this student? (check one or more)

| | | | | | |
|--------------------------|-------------------------------------|--------------------------|------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | American Indian or Alaskan Native * | <input type="checkbox"/> | Asian Indian | <input type="checkbox"/> | Black or African American |
| <input type="checkbox"/> | Cambodian | <input type="checkbox"/> | Chinese | <input type="checkbox"/> | Filipino |
| <input type="checkbox"/> | Guamanian | <input type="checkbox"/> | Hawaiian | <input type="checkbox"/> | Hmong |
| <input type="checkbox"/> | Japanese | <input type="checkbox"/> | Korean | <input type="checkbox"/> | Laotian |
| <input type="checkbox"/> | Other Asian | <input type="checkbox"/> | Other Pacific Islander | <input type="checkbox"/> | Samoa |
| <input type="checkbox"/> | Tahitian | <input type="checkbox"/> | Vietnamese | <input type="checkbox"/> | White** |
| <input type="checkbox"/> | Other: | | | | |

Name(s) of Brothers and Sisters

| Last Name | First Name | Gender | Current School | Grade Level |
|-----------|------------|--------|----------------|-------------|
| | | | | |
| | | | | |
| | | | | |

Instructional Programs Information

| | | | | |
|------------------------------------|---|---|---|--------------------|
| Has Your Child Ever Been Retained? | Y | / | N | If So, What Grade? |
|------------------------------------|---|---|---|--------------------|

SIGN AND DATE THIS APPLICATION BEFORE SUBMISSION

I affirm, to the best of my knowledge, that the above information is correct and that I will notify the school each time there is a change in any of this information.

| | |
|---------------------------|-----------------|
| Parent/Guardian Signature | Date (MM/DD/YY) |
|---------------------------|-----------------|

***NOTE:** Only a complete enrollment packet can be considered for enrollment. Open enrollment ends February 12, 2021

In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. All eligible names will be drawn from the container and those exceeding the number of available spaces will be placed on a waiting list in the order drawn. Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the school's total enrollment.

Students who are currently enrolled will not participate in the lottery, as they are automatically reserved a space

NOTICE OF NON DISCRIMINATORY POLICY

Fortune School will not discriminate based on any of the characteristics found in Education Code 220: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

COMMITMENT TO EXCELLENCE CONTRACT PARENT COMPACT

TEACHERS' COMMITMENT

We fully commit to Fortune School in the following ways:

- We will be prepared to teach and be in our classrooms every day by 7:15 a.m.
- We will maintain professional standards for appearance and a positive attitude.
- We will always teach in the best way we know how, and we will do whatever it takes for our students to learn.
- We will work collaboratively with fellow teachers, our Principal and all support staff.
- We will always make ourselves available to students and parents, and listen to any concerns they might have.
- We will always protect the safety, interests and rights of all individuals in the classroom.

Teacher Signature

Date

PARENTS'/GUARDIANS' COMMITMENT

We fully commit to Fortune School in the following ways:

- We will make sure our child is in the classroom every day by 7:45 a.m.
- We will make arrangements so our child can remain at Fortune School until his/her grade-level dismissal time.
- We will pick our child up on time upon dismissal from school.
- We will ensure that our child attends any required Fortune School after school, intersession and/or summer school sessions.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, read with him/her every night, and volunteer 40 hours of completely voluntary, approved family service.
- We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to be absent, we will notify the school office as soon as possible, and we will read carefully all the papers that the school sends home to us.
- We will allow our children to go on Fortune School field lessons.
- We will make sure our child wears the Fortune School uniform and follows the Fortune School dress code. Initial
- We understand that our child must follow the Fortune School rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.
- We will always protect the safety, interests and rights of all individuals in the classroom.
- We will always use language that is appropriate for a professional and school environment and treat all members of the Fortune School community with respect. We acknowledge that failure to adhere to this commitment may result in parent/guardian being disallowed on campus.

Parent Signature

Date

STUDENT'S COMMITMENT

We fully commit to Fortune School in the following ways:

- I will be in my classroom and ready to learn every day by 7:45 a.m.
- I will remain at Fortune School until my grade-level dismissal time.
- I will attend any required Fortune School before/after school, intersession and/or summer school sessions.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teacher if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to my parents, my teacher, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teacher or Principal and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests and rights of all individuals in the classroom. This also means that I will always listen to all my Fortune School teammates and give everyone my respect.
- I will wear a Fortune School uniform and follow the Fortune School dress code.
- I am responsible for my own behavior, and I will follow my teacher's directions.
I understand that failure to adhere to these commitments can cause me to lose various Fortune School privileges.

Student Signature

Date



METHODS OF AGE VERIFICATION

The method of verifying a student's age may be evidenced in the form of a certified copy of a birth record or a statement by the local registrar or a county recorder certifying the date of birth, or a baptism certificate duly attested, or a passport, or, when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor, or any other appropriate means of proving the age of the child as prescribed by the Board of Directors. This is a non-exhaustive list of methods that can be utilized to prove a student's age.

IMMUNIZATION REQUIREMENTS FOR ENROLLMENT

Please check your immunization records to make sure all of the immunizations below are recorded.

| | |
|---------|--|
| 5 Doses | Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT) (4 doses OK if one was given on or after 4th birthday) |
| 4 Doses | Polio (OPV or IPV) (3 doses OK if one was given on or after 4th birthday) |
| 3 Doses | Hepatitis B |
| 2 Doses | MMR (Measles, Mumps and Rubella) (Both given on or after 1st birthday) |
| 2 Doses | Varicella (Chickenpox) |
| 1 Dose | Tetanus, Diphtheria, Pertussis (Tdap) (Whooping cough booster usually given at ages 11 and up) |



FORTUNE SCHOOL

REX AND MARGARET FORTUNE
EARLY COLLEGE HIGH SCHOOL

with

COSUMNES RIVER COLLEGE

2021-2022 ENROLLMENT PACKET

OVERVIEW

Fortune School, in partnership with Cosumnes River College and Cal Poly, San Luis Obispo, will open Rex and Margaret Fortune Early College High School in Fall 2017, starting with 9th grade. The school will be focused on providing scholars with Science, Technology, Engineering, Art and Math (STEAM) in order to position graduates for success in the new economy. Rex and Margaret Fortune Early College High School will be a small autonomous school that fully integrates high school, college and the world of work, allowing scholars to earn a high school diploma and an associates degree while meeting a-g requirements for transfer to the University of California or California State University systems.

ENROLLMENT PROCESS

Only a complete enrollment packet can be considered for enrollment. Open enrollment ends February 12, 2021. In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. All eligible names will be drawn from the container and those exceeding the number of available spaces will be placed on a waiting list in the order drawn. Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the school's total enrollment. Students who are currently enrolled in 8th grade at a Fortune School will not participate in the lottery, as they are automatically reserved a space.

If a lottery is not triggered after the February 12, 2021 open enrollment period, students will be enrolled on a first come, first served basis.



Rex & Margaret Fortune
EARLY COLLEGE
HIGH SCHOOL
A FORTUNE SCHOOL

REQUIRED DOCUMENTS

- Attend Enrollment Meeting
**Note: It is recommended that the scholar attend with parent.*
- Student Application
Pages 1-2
- Proof of Birthdate
See Page 3 for Requirements
- Copy of Immunization Records
See Page 3 for Requirements
- Residence Verification
- Personal Statement
See directions and prompt to the right
- Letter of Recommendation from a Principal or Teacher with Knowledge of the Student
On School Letterhead or Attached Form on Page 4
- Student Interview
Scheduled After Above Items are Processed

Please Return Completed and Signed Application
Along with Supporting Documents to:

MAIL

9270 Bruceville Road
Elk Grove, CA 95758

or

EMAIL

enrollment@fortuneschool.us

PERSONAL STATEMENT

Your personal statement will be used to help us get to know you better. This essay portion of the application helps us become acquainted with you on a more personal level and is an important step in the enrollment process. Your application is not complete without your personal statement and you will not be scheduled for the interview process until your personal statement has been processed.

Directions:

On separate sheet of paper, write your response to the following prompt. Your personal statement must **be at least five (5) paragraphs** in essay format, including an introduction, three body paragraphs, and a conclusion. It should be typewritten and double-spaced. If you do not have access to a computer or typewriter, you may neatly hand write your answers in blue or black ink. Your personal statement can be more than 5 paragraphs, but no more than two pages long. Please be sure to type or write your name on each page. Attach your personal statement to your application packet.

Please respond to the following prompt.
Be sure to answer all questions within the prompt.

Why are you interested in attending Rex and Margaret Fortune Early College High School? Why do you think this school is a good fit for you to achieve your goals?

2021 - 2022 STUDENT APPLICATION



SCHOLAR PERSONAL/DEMOGRAPHIC

| | | |
|--|---|----------------|
| GRADE APPLYING FOR: 9 10 11 12 | ENROLLMENT MEETING COMPLETE: | |
| Scholar Last Name | First Name | Middle Initial |
| (Residence) Street Address | City | Zip |
| (Mailing if different than above) Street Address | City | Zip |
| Primary Contact Phone #: Home / Cell / Work | Date of Birth: | Gender: M / F |
| Secondary Contact Phone #: Home / Cell / Work | Birth City: | Birth State: |
| Previous School of Attendance: | Has the student ever attended a Fortune School? YES or NO | |

PARENT/GUARDIAN CONTACTS

| | |
|---|---|
| Resides with Student?: Y / N | Resides with Student?: Y / N |
| Mother/Guardian First Name: | Father/Guardian First Name: |
| Mother/Guardian Last Name: | Father/Guardian Last Name: |
| Number and Street (if different than above): | Number and Street (if different than above): |
| City: Zip: | City: Zip: |
| Primary Contact Number: Home / Cell / Work | Primary Contact Number: Home / Cell / Work |
| Secondary Contact Number: Home / Cell / Work | Secondary Contact Number: Home / Cell / Work |
| Email Address: | Email Address: |
| Parent Education Level (circle one): Graduate Degree or Higher College Graduate Some College or Associate Degree High School Graduate Not a High School Graduate Decline to State | Parent Education Level (circle one): Graduate Degree or Higher College Graduate Some College or Associate Degree High School Graduate Not a High School Graduate Decline to State |
| Occupation: Employer: | Occupation: Employer: |

HOME LANGUAGE SURVEY: This information is essential in order to provide adequate instructional programs and services

| | |
|--|--|
| Which language did your son or daughter learn when he or she first began to talk? (PRIMARY LANGUAGE) | |
| What language does your son or daughter most frequently speak at home? | |
| What language do you use most frequently to speak to your son or daughter? | |
| Name the language most often spoken by the adults in the home: | |
| Was your child previously enrolled in ESL / Bilingual Program? | |

RESIDENCE: Where is your child/family current living? (check one)

This information is federally mandated for reporting purposes as part of the McKinney-Vento Assistance Act (42 U.S.C. §11431 et seq.)

| | |
|--------------------------|---|
| <input type="checkbox"/> | In a single family residence (house, apartment, condo, mobile home) |
| <input type="checkbox"/> | Temporarily double-up (sharing housing with other families/individuals due to hardship) |
| <input type="checkbox"/> | In a shelter or transitional housing program, motel/hotel, car, RV or a campsite |
| <input type="checkbox"/> | At another location (please specify): |

ETHNICITY: Is the student Hispanic or Latino? (check only one)

Note: The information collected in regard to ethnicity is being collected for data purposes only and school officials will not use the information to make admission decisions. The standards for classification of race and data mirror those standards used by the federal government for determining ethnicity and race.

| | |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | YES , Hispanic or Latino |
| <input type="checkbox"/> | NO , not Hispanic or Latino |

The above part of the question is about ethnicity, not race. No matter what you selected above, **YOU MUST CONTINUE TO ANSWER THE FOLLOWING** by marking one or more boxes.

Note: The information collected in regard to race is being collected for data purposes only and school officials will not use the information to make admission decisions. The standards for classification of race and data mirror those standards used by the federal government for determining ethnicity and race.

RACE: What is the race of this student? (check one or more)

| | | | | | |
|--------------------------|-------------------------------------|--------------------------|------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | American Indian or Alaskan Native * | <input type="checkbox"/> | Asian Indian | <input type="checkbox"/> | Black or African American |
| <input type="checkbox"/> | Cambodian | <input type="checkbox"/> | Chinese | <input type="checkbox"/> | Filipino |
| <input type="checkbox"/> | Guamanian | <input type="checkbox"/> | Hawaiian | <input type="checkbox"/> | Hmong |
| <input type="checkbox"/> | Japanese | <input type="checkbox"/> | Korean | <input type="checkbox"/> | Laotian |
| <input type="checkbox"/> | Other Asian | <input type="checkbox"/> | Other Pacific Islander | <input type="checkbox"/> | Samoan |
| <input type="checkbox"/> | Tahitian | <input type="checkbox"/> | Vietnamese | <input type="checkbox"/> | White** |
| <input type="checkbox"/> | Other: | | | | |

Name(s) of Brothers and Sisters

| Last Name | First Name | Gender | Current School | Grade Level |
|-----------|------------|--------|----------------|-------------|
| | | | | |
| | | | | |
| | | | | |

Instructional Programs Information

| | | | | |
|------------------------------------|---|---|---|--------------------|
| Has Your Child Ever Been Retained? | Y | / | N | If So, What Grade? |
|------------------------------------|---|---|---|--------------------|

SIGN AND DATE THIS APPLICATION BEFORE SUBMISSION

I affirm, to the best of my knowledge, that the above information is correct and that I will notify the school each time there is a change in any of this information.

| | |
|---------------------------|-----------------|
| Parent/Guardian Signature | Date (MM/DD/YY) |
|---------------------------|-----------------|

****NOTE:** Only a complete enrollment packet can be considered for enrollment. Open enrollment ends February 12, 2021

In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. All eligible names will be drawn from the container and those exceeding the number of available spaces will be placed on a waiting list in the order drawn. Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the school's total enrollment.

Students who are currently enrolled will not participate in the lottery, as they are automatically reserved a space

NOTICE OF NON DISCRIMINATORY POLICY

Fortune School will not discriminate based on any of the characteristics found in Education Code 220: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.



METHODS OF AGE VERIFICATION

The method of verifying a student's age may be evidenced in the form of a certified copy of a birth record or a statement by the local registrar or a county recorder certifying the date of birth, or a baptism certificate duly attested, or a passport, or, when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor, or any other appropriate means of proving the age of the child as prescribed by the Board of Directors. This is a non-exhaustive list of methods that can be utilized to prove a student's age.

IMMUNIZATION REQUIREMENTS FOR ENROLLMENT

Please check your immunization records to make sure all of the immunizations below are recorded.

| | |
|---------|--|
| 5 Doses | Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT) (4 doses OK if one was given on or after 4th birthday) |
| 4 Doses | Polio (OPV or IPV) (3 doses OK if one was given on or after 4th birthday) |
| 3 Doses | Hepatitis B |
| 2 Doses | MMR (Measles, Mumps and Rubella) (Both given on or after 1st birthday) |
| 2 Doses | Varicella (Chickenpox) |
| 1 Dose | Tetanus, Diphtheria, Pertussis (Tdap) (Whooping cough booster usually given at ages 11 and up) |

RECOMMENDATION FORM



Student Last Name: _____

First Name: _____

PRINCIPAL/COUNSELOR/TEACHER RECOMMENDATION

On a scale of 1 to 5, (1 being the lowest), please rate the Student's desire (not the parent) to attend Early College High School:

1 2 3 4 5

Does this student qualify as high potential?

YES NO

Is this student ready to concurrently perform well in High School and college classes?

YES NO

Is this student self-motivated to attend an Early College High School and do college level work?

YES NO

What qualities does this student have that makes you think he/she would be successful at Fortune Early College High School?

This student will be expected to behave in a mature and respectful way at all times. Please describe any positive/negative behaviors you have observed.

RECOMMENDATION: YES NO UNSURE

Print Name _____

Signature _____

Title _____

School Site _____

Date _____

DISCIPLINE MATRIX

The purpose of this matrix is to ensure that our schools are a safe and orderly environment in which learning is not jeopardized by disruptions. Each teacher provides students with a clear set of classroom rules and expectations and will administer consequences for minor offenses within the classroom. A discipline referral will result if students do not correct classroom misbehavior. The following matrix contains consequences that shall be administered if classroom behavior is not corrected or more serious actions occur. The type of discipline will depend upon the student's disciplinary background and the seriousness of the student's action. The disciplinary action outlined below serves as the required disciplinary action to be taken by administration. The principal may not modify disciplinary action at his/her discretion. Other actions not listed will be reviewed on a case-by-case basis. Multiple or repetitive violations of behavior rules may result in suspension and/or expulsion. All documentation required under the Discipline Matrix will become part of the scholars' disciplinary record.

A student may be suspended or expelled for prohibited misconduct as set forth in this Policy and the Discipline Matrix below, if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Discipline Matrix Key:

LD = Lunch Detention

***ISS = In-School Suspension**

***OSS = Out-of-School Suspension**

***CTE = Commitment to Excellence Contract**

***SST = Student Study Team**

***SS- Saturday School**

| Level I Actions | First Occurrence | Second Occurrence | Third Occurrence | Fourth Occurrence | Fifth Occurrence |
|---|---|---|--|--|--|
| <p>Dress Code Violation, Clothes</p> <p>See reference guide following discipline matrix.</p> | <p>Office calls parent to provide change of clothes.</p> <p>Dress Code Violation Slip to be signed by parent and returned next day.</p> | <p>Office calls parent to provide change of clothes.</p> <p>Dress Code Violation Slip to be signed by parent and returned next day.</p> | <p>Office calls parent to provide change of clothes.</p> <p>Dress Code Violation Slip to be signed by parent and returned next day.</p> <p>Parent Conference; re-sign CTE.</p> <p>LD (1 day)</p> | <p>Office calls parent to provide change of clothes.</p> <p>Dress Code Violation Slip to be signed by parent and returned next day.</p> <p>Parent Conference; re-sign CTE.</p> <p>LD (1 day)</p> | <p>Office calls parent to provide change of clothes.</p> <p>Dress Code Violation Slip to be signed by parent and returned next day.</p> <p>Parent Conference; re-sign CTE.</p> <p>LD (1 day)</p> |
| <p>Dress Code Violation, Other</p> <p>See reference guide following discipline matrix.</p> | <p>Dress Code Violation Slip to be signed by parent and returned next day.</p> | <p>Dress Code Violation Slip to be signed by parent and returned next day.</p> | <p>Dress Code Violation Slip to be signed by parent and returned next day.</p> | <p>Dress Code Violation Slip to be signed by parent and returned next day.</p> | <p>Dress Code Violation Slip to be signed by parent and returned next day.</p> |

| | | | | | |
|---|--|--|--|--|--|
| | Confiscate item & return to parent (ONLY). | Confiscate item & return to parent (ONLY). | Parent Conference; re-sign CTE. LD (1 day) Confiscate item & return to parent (ONLY). | Parent Conference; re-sign CTE. LD (1 day) Confiscate item & return to parent (ONLY). | Parent Conference; re-sign CTE. LD (1 day) Confiscate item & return to parent (ONLY). |
| Possession of Prohibited Item(s) See reference guide following discipline matrix. | Confiscate item. Return to parent. Behavior Referral to be signed by parent and returned next day. | Confiscate item. Return to parent. Behavior Referral to be signed by parent and returned next day. Parent Conference. | Confiscate item. Item will remain in the possession of the school until the end of the trimester or discarded, depending on item. School is not responsible for lost or stolen items. Parent Conference. LD (1 day). Loss of privileges (i.e. assemblies, etc.). | Confiscate item. Item will remain in the possession of the school until the end of the trimester or discarded, depending on item. School is not responsible for lost or stolen items. Parent Conference. LD (1-2 days). | Possible suspension for certain prohibited items (i.e., controlled substance, firearm, knife, explosive, or dangerous object). |
| Level 2 Actions | First Occurrence | Second Occurrence | Third Occurrence | Fourth Occurrence | Fifth Occurrence |
| Disruptive Behavior, including Horseplay See reference guide following discipline matrix. | Behavior Referral to be signed by parent and returned next day. Parent called or emailed. | Behavior Referral to be signed by parent and returned next day. LD (1 day). Parent Conference; re-sign CTE. | Behavior Referral to be signed by parent and returned next day. LD (2-3 days). Parent Conference. Develop and Implement Behavioral Contract to Provide Behavioral Interventions to | Behavior Referral to be signed by parent and returned next day. SS (1-2 days) – grades K-3 only. ISS (1-2 days) – grades 4-12 only. Parent Conference; inform parent that next offense is possible suspension. | Possible OSS suspension – (1 – 3 days) grades 9-12 only. |

| | | | | | |
|--|---|---|---|---|---|
| | | | Address Misbehavior Loss of privileges (i.e. assemblies, etc.). Referral to SST. | Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior Referral to SST. | |
| Inappropriate/ Disrespectful Language and/or Material including Viewing and/or Sending Inappropriate Material from the Internet See reference guide following discipline matrix. | Behavior Referral to be signed by parent and returned next day. Parent called or emailed. | Behavior Referral to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1 day). | Behavior Referral to be signed by parent and returned next day. LD (1-2 days). Parent Conference. Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior. Loss of privileges (i.e. assemblies, etc.). | Behavior Referral to be signed by parent and returned next day. LD (1-3 days). Parent Conference; inform parent that next offense is OSS. Referral to SST. Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior. | OSS (1-2 days) recorded on student's permanent record (if student's conduct is an obscene act or student engages in habitual profanity or vulgarity). |
| Defiance See reference guide following discipline matrix. | Behavior Referral to be signed by parent and returned next day. Parent called or emailed. LD (1 day). | Behavior Referral to be signed by parent and returned next day. Parent Conference; re-sign CTE. Loss of privileges (i.e. assemblies, etc.). Referral to SST. Develop and Implement Behavioral Contract to | Behavior Referral to be signed by parent and returned next day. ISS (1 day) – grades 4-12 only. Parent Conference. Loss of privileges (i.e. assemblies, etc.). Referral to SST. Revisit Behavioral Contract and | Behavior Referral to be signed by parent and returned next day. ISS (3 days) – grades 4-12 only. Parent Conference. Loss of privileges (i.e. assemblies, etc.). Referral to SST. Revisit Behavioral Contract and | Behavior Referral to be signed by parent and returned next day. OSS (1-3 days) – grades 9-12 only. Referral to SST. |

| Level 3 Actions | First Occurrence | Second Occurrence | Third Occurrence | Fourth Occurrence | Fifth Occurrence |
|---|--|---|--|---|------------------|
| <p>Harassment/ Bullying/Hazing/ Extortion or Robbery</p> <p>See reference guide following discipline matrix.</p> | <p>Behavior Referral to be signed by parent and returned next day.</p> <p>Parent called or emailed.</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> | <p>Behavior Referral to be signed by parent and returned next day.</p> <p>Parent Conference; re-sign CTE.</p> <p>Written assignment on bullying.</p> <p>LD (1-2 days).</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> <p>Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior</p> <p>Referral to SST.</p> | <p>Behavioral Interventions to Address Misbehavior</p> <p>LD (1-3 days)</p> <p>Behavior Referral to be signed by parent and returned next day.</p> <p>Parent Conference (both families).</p> <p>OSS (3-5 days).</p> <p>Referral to SST.</p> <p>Parent Conference.</p> <p>Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior.</p> <p>Possible expulsion.</p> | <p>Behavioral Interventions to Address Misbehavior</p> <p>LD (1-4 days)</p> <p>Expulsion.</p> | |
| <p>Affectionate Behavior/ Sexual Behavior*</p> <p>See reference guide following discipline matrix.</p> | <p>Behavior Referral to be signed by parent and returned next day.</p> <p>Parent called or emailed.</p> <p>LD (1-3 days).</p> | <p>Behavior Referral to be signed by parent and returned next day.</p> <p>SS (2 – 3 days).</p> <p>Parent Conference.</p> | <p>Behavior Referral to be signed by parent and returned next day.</p> <p>ISS (2-3 days) – grades 4-12 only (i.e., sexual assault/battery or obscene act).</p> | <p>Behavior Referral to be signed by parent and returned next day.</p> <p>Parent Conference.</p> <p>Revisit Behavioral Contract and</p> | <p>Expulsion</p> |

| | | | | | |
|--|---|--|---|---|---|
| | | Loss of privileges (i.e. assemblies, etc.). | Parent Conference. Loss of privileges (i.e. assemblies, etc.). Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior Referral to SST. | Behavioral Interventions to Address Misbehavior. OSS (3-5 days) (i.e., sexual assault/battery or obscene act). Loss of privileges (i.e. assemblies, etc.). Referral to SST. | |
| Cheating/ Plagiarism/Copying/ Forgery See reference guide following discipline matrix. | Behavior Referral to be signed by parent and returned next day. LD (1 day). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Completion of alternative assignment for no credit. | Behavior Referral to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1-2 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. | Behavior Referral to be signed by parent and returned next day. LD (1-3 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Parent Conference. | Behavior Referral to be signed by parent and returned next day. LD (1-4 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Parent Conference. | Behavior Referral to be signed by parent and returned next day. LD (1-5 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Parent Conference. |
| Skipping Class(es), School, and/or Leaving Class without Permission See reference guide following discipline matrix. | Behavior Referral to be signed by parent and returned next day. Parent called or emailed. LD (1 day). | Behavior Referral to be signed by parent and returned next day. SS (1 – 2 days). LD (1-2 days). Parent Conference. | Behavior Referral to be signed by parent and returned next day. LD (1-3 days) Parent Conference; Re-sign CTE. | LD (1-4 days) SS (1-2 days) Referral to SART. | LD (1-5 days) SS (2-3 days) Referral to SARB. |

| | | | | | |
|--|--|---|--|--------------------------|-------------------------|
| | | Referral to SST. | | | |
| <p>Damage to Property (Vandalism)/ Stealing or Attempting to Steal/</p> <p>See reference guide following discipline matrix.</p> | <p>Behavior Referral to be signed by parent and returned next day.</p> <p>Parent called or emailed.</p> <p>LD (1-5 days: clean/ repair property).</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> <p>In the case of a student who willfully damages or refuses to return private or school property, the parent will be liable for all damages and/or the return of the property.</p> <p>ISS (1 day) – grades 4-12 only.</p> <p>Possible Expulsion.</p> | <p>Parent Conference.</p> <p>ISS (1- 3 days) – grades 4-12 only.</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> <p>In the case of a student who willfully damages or refuses to return private or school property, the parent will be liable for all damages and/or the return of the property</p> <p>Referral to SST.</p> <p>Possible Expulsion.</p> | <p>Parent Conference.</p> <p>OSS (1-3 days) – grades 4-12 only.</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> <p>In the case of a student who willfully damages or refuses to return private or school property, the parent will be liable for all damages and/or the return of the property</p> <p>Possible Expulsion.</p> | Expulsion. | |
| Level 4 Actions | First Occurrence | Second Occurrence | Third Occurrence | Fourth Occurrence | Fifth Occurrence |

| | | | | | |
|--|--|---|--|---|-------------------|
| <p>Arson/Bomb Threats</p> <p>See reference guide following discipline matrix.</p> | <p>Expulsion.</p> <p>Law enforcement notified.</p> | | | | |
| <p>Possession and/or Use of Controlled Substance/Alcohol or any Intoxicant</p> <p>See reference guide following discipline matrix.</p> | <p>OSS (5 days)</p> <p>Law Enforcement notified.</p> <p>Possible expulsion.</p> <p>Referral to SST.</p> | <p>Expulsion.</p> <p>Law enforcement notified.</p> | | | |
| <p>Possession and/or Use of Tobacco or Nicotine Products</p> <p>See reference guide following discipline matrix.</p> | <p>Confiscate item. Return to parent.</p> <p>Behavior Referral to be signed by parent and returned next day.</p> | <p>Parent Conference.</p> <p>ISS (1- 3 days).</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> | <p>Parent Conference.</p> <p>Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior.</p> <p>OSS (1-3 days)</p> | <p>Parent Conference.</p> <p>Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior.</p> <p>OSS (3-5 days)</p> <p>Referral to SST.</p> | <p>Expulsion.</p> |
| <p>Selling a Controlled Substance</p> <p>See reference guide following discipline matrix.</p> | <p>Expulsion.</p> <p>Law enforcement notified.</p> | | | | |
| <p>Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another</p> <p>See reference guide following discipline matrix.</p> | <p>Behavior Referral to be signed by parent and returned next day.</p> <p>ISS (3 days).</p> <p>Parent Conference; re-sign CTE.</p> | <p>Behavior Referral to be signed by parent and returned next day.</p> <p>OSS (2-3 days).</p> <p>Develop and Implement Behavioral Contract to Provide Behavioral Interventions to</p> | <p>Behavior Referral to be signed by parent and returned next day.</p> <p>OSS (5 days)</p> <p>Revisit Behavior Contract and Behavioral Interventions to Address Misbehavior</p> <p>Referral to SST</p> | <p>Expulsion</p> | |

| | | | | | |
|--|---|---|---|--|--|
| | | Address Misbehavior Referral to SST Parent Conference; inform parents that next offense will result in 5-day OSS. | Parent Conference; inform parents that next offense will result in expulsion. | | |
| Assault/Battery upon any School Employee See reference guide following discipline matrix. | Expulsion. Law Enforcement Notified. | | | | |
| Sexual Assault or Attempting to Commit Sexual Assault or Sexual Battery | OSS (3-5 days) Possible Expulsion. Law Enforcement Notified. | Expulsion. Law Enforcement Notified. | | | |
| Weapons: Possession of a Knife, Imitation Firearm or Other Dangerous Object See reference guide following discipline matrix. | OSS (3-5 days) Item confiscated Law Enforcement notified. Referral to SST. | Expulsion. Law Enforcement Notified. | | | |
| Weapons: Brandishing Knife at Another Person | Item confiscated Law Enforcement notified. Expulsion. | | | | |
| Weapons: Possession of Firearm, or an Explosive See reference guide following discipline matrix. | Item confiscated. Law enforcement notified. Expulsion. | | | | |

Revised April 5, 2021

Discipline Matrix Reference Guide

Description of Infractions

Affectionate/Sexual Behavior

1. *Sexual Harassment* - unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:
 - a. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
 - b. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
 - c. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
 - d. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
2. *Sexual Behavior* - (obscene act, lewd behavior, indecent exposure) Sexual contact, including intercourse, without force or threat of force and where victim is capable of giving consent. Exposing an individual to lewd, sexual behavior, or actions.
3. *Sexual Battery* - (attempted or forcible penetration) Forced oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object.

Arson/Bomb Threats

1. *Arson* - the willful and malicious burning of any part of a building or its contents
2. *Bomb threat* - any such communication(s) directed at a school employee which has the effect of interrupting the educational environment.

Assault/Battery including Staff Directed Assault

1. The intentional, unlawful threat by word or act to do violence to the person of another coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent.

Damage to Property (Vandalism)/Stealing/Unauthorized entry of use of school facility

1. *Damage to Property* - destruction of and/or causing damage to personal and/or school property, which may include, but is not limited to electronic files and data bases.
2. *Stealing* - obtaining property by fraud; taking dishonestly and/or knowingly receiving stolen school property or private property.

Defiance

1. *Disrespectful Speech/Action* - lacking proper speech, discourteous, rude, non-verbal, disregard for authority, uncontrolled behavior, and negative performing of conduct.
2. *Failure to follow classroom rules* - misconduct dealing with the classroom rules as determined by the teacher while student is in said classroom.
3. *Insubordinate* - not submitting to authority; disobedient; failure to follow reasonable request by Fortune School employee; not telling the truth when requested by a Fortune School employee.
4. Staff directed profanity.

Disruptive Behavior

1. *Disruptive behavior*-Student behavior that hinders the teaching process, the learning process, the school's safety, climate, property, and well-being of others in the environment.
2. *Horseplay* – rowdy, rough, or boisterous play; play fighting.

Dress Code Violation (clothes)

1. Violations of the Fortune School “**Everyday**”; “**Dress**”; and/or “**Spirit**” uniform dress code requirements, as set forth in the Dress Code above, will result in the corresponding consequence(s) identified in the Discipline Matrix, above.

Dress Code Violation (other)

1. Violations of the other requirements of the Dress Code (i.e., jewelry, bracelets, piercings, make-up, etc.) as set forth in the Dress Code above, will result in the corresponding consequence(s) identified in the Discipline Matrix, above.

Controlled Substance and Alcohol (possession and/or use)

1. Controlled Substance – possession, use, or under the influence of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

Controlled Substance and Alcohol (sale)

1. *Unlawful Sale of Controlled Substance* – any unlawful exchange of a controlled substance, as defined above, alcoholic beverage, or an intoxicant of any kind for money or currency or an exchange of services.

Fighting/Fight Instigation

1. *Fighting* - Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. *Fight instigation* - a person instigating, inciting, or encouraging a fight or confrontation between or among other individuals.

Harassment//Bullying/Extortion

1. *Harassment* – where a student has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
2. *Bullying* – where a student engages in an act of bullying including, but not limited to, bullying committed by means of an electronic act. The following shall apply to bullying:
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. *Extortion* - Extortion is the obtaining of property or other consideration from another, with his or her consent, or the obtaining of an official act of a public officer, induced by a wrongful use of force or fear, or under color of official right.

Inappropriate/Disrespectful/Violent Language and/or Material

- I. Indecent, lewd, extremely "dirty" language or material; disgustingly "filthy" language or materials,

- including, but not limited to, pictures, videos, paintings, internet websites, etc.
2. Profanity, foul language, or obscene material.

Plagiarism / Cheating

Plagiarism occurs when a student uses another writer's work without giving credit for the source.

Plagiarism typically occurs in school situations in the following ways:

- A student uses the author's words without using quote marks around the material.
- A student uses an electronic source (internet, TV, lyrics) without citing the source.
- A student uses the author's ideas or information without giving credit for the material (known in the academic world as "citing the source").
- A student does both—uses the author's words *and* ideas without citing the source.

Cheating can take many forms but always involves taking information from another student or individual.

Examples of cheating can include but are not limited to:

- taking answers on a test, homework, or quiz from another student or other source, with or without his/her knowledge;
- collaboration on assignments such as taking or sharing answers without teacher permission;
- obtaining test answers and/or questions from other students in advance of an exam;
- stealing test materials from a teacher's belongings;
- falsifying grade reports or changing a grade book;
- taking pictures of an exam and forwarding the pictures to anyone;
- texting answers or questions to anyone.

Cheating can be accomplished by several means, including but not limited to: deception, theft, talking, signs, gestures, copying, use of unpermitted study aids such as "cheat sheets," and threats to other students.

Prohibited Items

- | | |
|---|--|
| • Weapons or toy weapons | • Alcohol, tobacco, or any illegal substance |
| • Soda, high-sugar drinks | • Toys, stuffed animals or dolls |
| • Candy, gum or sunflower seeds | • Fast food; Starbucks; every drinks |
| • Unhealthy snacks (Hot Cheetos, Takis) | • Cellular telephones, smart or toy watches |
| • Electronic toys & gaming devices | • Vulgar/inappropriate stickers and logos |
| • Cash in excess amounts | • Inappropriate magazines / books |
| • Sunglasses; non-prescription glasses | • Denim clothing of any kind |
| • Baseball caps or "do" rags | • Permanent markers, compact mirrors |

**Fortune School of Education, or its employees will not be held liable for lost or stolen property. If parents choose to have their student carry a cellular telephone to and from school for safety purposes, the students must check the phone in daily with their teacher. The student may check out the phone at the end of the day.*

Public Displays of Affection

| | | |
|------------------------------|------------------------------|--------------------|
| Kissing | Holding Hands | Fondling |
| Cuddling | Inappropriate Touching | Rubbing/ Massaging |
| Caressing/ Stroking/ Petting | Sitting on each other's laps | Excessive Hugging |

Weapons: Knives, Firearms, Explosives, or Other Destructive Device

Knife – means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Firearm – means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. Such term does not include an antique firearm or a rifle intended solely for sporting, recreational, or cultural purposes; any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; any Class-C common fireworks that are not included in the definition of weapon.

Destructive Device – means (a) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

Charter School Complaint Notice and Form

Instructions for Charter Schools:

Add your charter school authorizer information to the form before sharing with parents and posting to your website by completing the five blank fields on the following page under the section titled **Complaint Procedures**. The completed section will look similar to this:

Name of Charter School Authorizer
Street Address
City, State, and Zip Code
Email
Phone

If you have questions about completing this form, please contact the Charter Schools Division by phone at 916-322-6029 or via email at charters@cde.ca.gov.

Information for Parents:

Please review the information on the Charter School Complaint Notice web page at <https://www.cde.ca.gov/sp/ch/cscomplaint.asp> for information on how to obtain the correct form from your charter school.

Charter School Complaint Notice

California *Education Code* Requirements

California *Education Code* (EC) Section 47605(d)(4) (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC) states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
 - Academically low-achieving
 - Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
 - English learner
 - Ethnicity
 - Foster youth
 - Homeless
 - Nationality
 - Neglected or delinquent
 - Race
 - Sexual orientation
 - Pupils with disabilities

- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).

- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

Complaint Procedures

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

Sacramento County Office of Education

10474 Mather Blvd

Mather, CA 95655

nherota@scoe.net

916-228-2500

Charter School Complaint Form

Name: _____ Email Address: _____

Mailing Address: _____

Date of Problem: _____ Phone Number: _____

Charter School (include address):

California *Education Code (EC)* Section 47605(d)(4) allows a parent or guardian to submit a complaint to the charter school authorizer when a charter school discourages a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. Please identify the basis for this complaint below, with specific facts, which support your complaint.

Basis of complaint (check all that apply):

- Pupil was discouraged from enrolling or seeking to enroll in the charter school.
- Records were requested to be submitted to the charter school before enrollment.
- Pupil was encouraged to disenroll from the charter school or transfer to another school.

Please provide further details:

Please file this complaint with the authorizer of the charter school listed on the preceding page electronically or in hard copy.

EL Education: Grade K Module Block

| 2020-2021 | Module 1-30 days | Module 2-40 days | Module 3- 32 days | Module 4- 34 days |
|--|---|---|--|--|
| Module Focus | Building Literacy in a Collaborative Classroom | Learning through Science and Story | Research to Build Knowledge and Teach Others | Contributing to the Community |
| Module Topic | Toys and Play | Weather Wonders | Threes and Alive | Enjoying and Appreciating Trees |
| Central Student Texts | <ul style="list-style-type: none"> • Have Fun, Molly Lou Mellon • Llama, LLama, Time to Share | <ul style="list-style-type: none"> • Come On, Rain! • The Snowy Day • Weather Words and What They Mean | <ul style="list-style-type: none"> • Be a Friend to Trees • What’s Alive | <ul style="list-style-type: none"> • A Tree for Emmy • A Tree is Nice • Oliver’s Tree |
| End date | Unit 1: September 17 Unit 2:October 6 Unit 3: October 28 | Unit 1: January 4 Unit 2:February 3 Unit 3:March 9 | Unit 1: April 15 Unit 2: May 6 Unit 3:June 3 | Unit 1: Unit 2: Unit 3: |
| Unit days | Unit 1: 7 days | Unit 1: 13 days | Unit 1: 8 days | Unit 1: 9 days |
| | Unit 2: 10 days | Unit 2: 15 days | Unit 2: 12 days | Unit 2: 10 days |
| | Unit 3: 13 days | Unit 3: 12 days | Unit 3: 12 days | Unit 3: 15 days |
| Standards | | | | |
| All supporting Reading, Language, and Speaking & Listening standards from previous units within each module are continued in Unit 3 for the Module | | | | |
| End of Unit Assessment & Module | Targets (CCSS explicitly taught and assessed): RL.K.1, RL.K.7, W.K.1, W.K.8, SL.K.1, S.L.K.3 | Targets: (standards taught and assessed): W.K.3, W.K.5, L.K.1a, L.K.2a, L.K.2c, L.K.2d, and L.K.6 | Targets (CCSS and NGSS explicitly taught and assessed): W.K.2, W.K.5, W.K.8; K-LS1-1 | Targets (CCSS explicitly taught and addressed): W.K.1, W.K.5, W.K.6, W.K.8, L.K.2a, L.K.2b |

| | | | | |
|-----------------------------|---|--|--|--|
| Performance Task | | | | |
| Reading-Foundational Skills | | | | |
| Cycle 1-4 | <p>Reading-Foundational Skills</p> <ul style="list-style-type: none"> ● RF.K.1: Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> C. Follow words from left to right, top to bottom and page by page. D. Recognize that spoken words are represented in written language by specific sequences of letters. E. Understand that words are separated by spaces in print. F. Recognize and name all upper- and lowercase letters of the alphabet. <ul style="list-style-type: none"> ● RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC words ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <ul style="list-style-type: none"> ● RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does). D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <ul style="list-style-type: none"> ● RF.K.4: Read emergent-reader texts with purpose and understanding. <p>Language</p> <ul style="list-style-type: none"> ● L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Print many upper- and lowercase letters. <ul style="list-style-type: none"> ● L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | | |

| | |
|-------------|---|
| Cycle 5-11 | <p>Reading-Foundational Skills</p> <ul style="list-style-type: none"> ● RF.K.1: Demonstrate understanding of the organization and basic features of print. <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <ul style="list-style-type: none"> ● RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <p>A. Recognize and produce rhyming words.</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC words ending with /l/, /r/, or /x/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <ul style="list-style-type: none"> ● RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <ul style="list-style-type: none"> ● RF.K.4: Read emergent-reader texts with purpose and understanding. <p>Language</p> <ul style="list-style-type: none"> ● L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>E. Print many upper- and lowercase letters.</p> <ul style="list-style-type: none"> ● L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> |
| Cycle 12-18 | <p>Reading-Foundational Skills</p> <ul style="list-style-type: none"> ● RF.K.1: Demonstrate understanding of the organization and basic features of print. <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> |

| | |
|-------------|---|
| | <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <ul style="list-style-type: none"> ● RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <p>A. Recognize and produce rhyming words.</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC words ending with /l/, /r/, or /x/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <ul style="list-style-type: none"> ● RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <ul style="list-style-type: none"> ● RF.K.4: Read emergent-reader texts with purpose and understanding. <p>Language</p> <ul style="list-style-type: none"> ● L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>A. Print many upper- and lowercase letters.</p> <ul style="list-style-type: none"> ● L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> |
| Cycle 19-25 | <p>Reading-Foundational Skills</p> <ul style="list-style-type: none"> ● RF.K.1: Demonstrate understanding of the organization and basic features of print. <p>A. Follow words from left to right, top to bottom and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <ul style="list-style-type: none"> ● RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <p>A. Recognize and produce rhyming words.</p> |

- B. Count, pronounce, blend and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC words ending with /l/, /r/, or /x/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
 - RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
 - RF.K.4: Read emergent-reader texts with purpose and understanding.
- Language
- L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Print many upper- and lowercase letters.
 - L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

ELA-Kinder: First Trimester/Second Trimester/Third Trimester

| Week | Module | Module Assessment | Skills Block | Skills Block Assessment |
|------------------------|---|--|--|--------------------------------|
| September 8-10 | Monday: Holiday Tuesday: Module 1: Unit 1: Lesson 1 Wednesday: Module 1: Unit 1: Lesson 2 Thursday: Module 1: Unit 1: Lesson 3 | | Monday: Holiday Tuesday: Module 1: Cycle 1: Lesson 1 Wednesday: Module 1: Cycle 1: Lesson 2 Thursday: Module 1: Cycle 1: Lesson 3 | - |
| September 14-17 | Monday: Module 1: Unit 1: Lesson 4 Tuesday: Module 1: Unit 1: Lesson 5 Wednesday: Module 1: Unit 1: Lesson 6 Thursday: Module 1: Unit 1: Lesson 7 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 1: Lesson 4 Tuesday: Module 1: Cycle 1: Lesson 5 Wednesday: Module 1: Cycle 2: Lesson 6 Thursday: Module 1: Cycle 2: Lesson 7 | MobyMax Progress Report |
| September 21-24 | Monday: Module 1: Unit 2: Lesson 1 Tuesday: Module 1: Unit 2: Lesson 2 Wednesday: Module 1: Unit 2: Lesson 3 Thursday: Module 1: Unit 2: Lesson 4 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 2: Lesson 8 Tuesday: Module 1: Cycle 2: Lesson 9 Wednesday: Module 1: Cycle 2: Lesson 10 Thursday: Module 1: Cycle 2: Lesson 11 | MobyMax Progress Report |
| September 28-October 1 | Monday: Module 1: Unit 2: Lesson 5 Tuesday: Module 1: Unit 2: Lesson 6 Wednesday: Module 1: Unit 2: Lesson 7 Thursday: Module 1: Unit 2: Lesson 8 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 2: Lesson 12 Tuesday: Module 1: Cycle 2: Lesson 13 Wednesday: Module 1: Cycle 2: Lesson 14 Thursday: Module 1: Cycle 2: Lesson 15 | MobyMax Progress Report |
| October 5-8 | Monday: Module 1: Unit 2: Lesson 9 Tuesday: Module 1: Unit 2: Lesson 10 Wednesday: Module 1: Unit 3: Lesson 1 Thursday: Module 1: Unit 3: Lesson 2 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 3: Lesson 16 Tuesday: Module 1: Cycle 3: Lesson 17 Wednesday: Module 1: Cycle 3: Lesson 18 Thursday: Module 1: Cycle 3: Lesson 19 | MobyMax Progress Report |
| October 12-15 | Monday: Module 1: Unit 3: Lesson 3 Tuesday: Module 1: Unit 3: Lesson 4 Wednesday: Module 1: Unit 3: Lesson 5 Thursday: Module 1: Unit 3: Lesson 6 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 3: Lesson 20 Tuesday: Module 1: Cycle 4: Lesson 21 Wednesday: Module 1: Cycle 4: Lesson 22 Thursday: Module 1: Cycle 4: Lesson 23 | MobyMax Progress Report |
| October 19-22 | Monday: Module 1: Unit 3: Lesson 7 Tuesday: Module 1: Unit 3: Lesson 8 Wednesday: Module 1: Unit 3: Lesson 9 Thursday: Module 1: Unit 3: Lesson 10 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 4: Lesson 24 Tuesday: Module 1: Cycle 4: Lesson 25 Wednesday: Module 2: Cycle 5: Lesson 26 Thursday: Module 2: Cycle 5: Lesson 27 | MobyMax Progress Report |
| October 26-29 | Monday: Module 1: Unit 3: Lesson 11 Tuesday: Module 1: Unit 3: Lesson 12 Wednesday: Module 1: Unit 3: Lesson 13 Thursday: Flex Day | MobyMax Reading Comprehension Progress Report | Monday: Module 2: Cycle 5: Lesson 28 Tuesday: Module 2: Cycle 5: Lesson 29 Wednesday: Module 2: Cycle 5: Lesson 30 Thursday: Module 2: Cycle 6: Lesson 31 | MobyMax Progress Report |
| November 2-5 | Monday: MobyMax Tuesday: MobyMax Wednesday: MobyMax Thursday: MobyMax | Moby Max Early Trio | Monday: Module 2: Cycle 6: Lesson 32 Tuesday: Module 2: Cycle 6: Lesson 33 Wednesday: Module 2: Cycle 6: Lesson 34 Thursday: Module 2: Cycle 6: Lesson 35 | MobyMax Progress Report |

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| November 9-19 | Intersession and Parent/Conference | | | |
| November 23-27 | Thanksgiving Break | | | |
| Second Trimester | | | | |
| Module Topic: Learning through Science and Story: Weather Wonders | | | | |
| November 30-Dec 3 | Monday: Module 2: Unit 1: Lesson 1 Tuesday: Module 2: Unit 1: Lesson 2 Wednesday: Module 2: Unit 1: Lesson 3 Thursday: Module 2: Unit 1: Lesson 4 | | Monday: Module 2: Cycle 7: Lesson 36 Tuesday: Module 2: Cycle 7: Lesson 37 Wednesday: Module 2: Cycle 7: Lesson 38 Thursday: Module 2: Cycle 7: Lesson 39 | |
| December 7-10 | Monday: Module 2: Unit 1: Lesson 5 Tuesday: Module 2: Unit 1: Lesson 6 Wednesday: Module 2: Unit 1: Lesson 7 Thursday: Module 2: Unit 1: Lesson 8 | | Monday: Module 2: Cycle 7: Lesson 40 Tuesday: Module 2: Cycle 8: Lesson 41 Wednesday: Module 2: Cycle 8: Lesson 42 Thursday: Module 2: Cycle 8: Lesson 43 | |
| December 14 - 17 | Monday: Module 2: Unit 1: Lesson 9 Tuesday: Module 2: Unit 1: Lesson 10 Wednesday: Module 2: Unit 1: Lesson 11 Thursday: Module 2: Unit 1: Lesson 12 | Lesson 12: Unit 1 assessment | Monday: Module 2: Cycle 8: Lesson 44 Tuesday: Module 2: Cycle 8: Lesson 45 Wednesday: Module 2: Cycle 9: Lesson 46 Thursday: Module 2: Cycle 9: Lesson 47 | |
| December 21-Jan 1 | Winter Break | | | |
| January 4-7 | Monday: Module 2: Unit 1: Lesson 13 Tuesday: Module 2: Unit 2: Lesson 1 Wednesday: Module 2: Unit 2: Lesson 2 Thursday: Module 2: Unit 2: Lesson 3 | | Monday: Module 2: Cycle 9: Lesson 48 Tuesday: Module 2: Cycle 9: Lesson 49 Wednesday: Module 2: Cycle 9: Lesson 50 Thursday: Module 2: Cycle 10: Lesson 51 | |
| January 11-14 | Monday: Flex Day Tuesday: Module 2: Unit 2: Lesson 4 Wednesday: Module 2: Unit 2: Lesson 5 Thursday: Module 2: Unit 2: Lesson 6 | | Monday: Module 2: Cycle 10: Lesson 52 Tuesday: Module 2: Cycle 10: Lesson 53 Wednesday: Module 2: Cycle 10: Lesson 54 Thursday: Module 2: Cycle 10: Lesson 55 | |
| January 18-21 | Monday: Martin Luther King, Jr -No school Tuesday: Module 2: Unit 2: Lesson 7 Wednesday: Module 2: Unit 2: Lesson 8 Thursday: Module 2: Unit 2: Lesson 9 | | Monday: Martin Luther King, Jr -No school Tuesday: Module 2: Cycle 11: Lesson 56 Wednesday: Module 2: Cycle 11: Lesson 57 Thursday: Module 2: Cycle 11: Lesson 58 | |
| January 25-28 | Monday: Module 2: Unit 2: Lesson 10 Tuesday: Module 2: Unit 2: Lesson 11 Wednesday: Module 2: Unit 2: Lesson 12 Thursday: Module 2: Unit 2: Lesson 13 | | Monday: Module 2: Cycle 11: Lesson 59 Tuesday: Module 2: Cycle 11: Lesson 60 Wednesday: Module 3: Cycle 12: Lesson 61 Thursday: Module 3: Cycle 12: Lesson 62 | Cycle 11: Lesson 60 Assessment |
| February 1-4 | Monday: Module 2: Unit 2: Lesson 14 Tuesday: NWEA Dry Run Wednesday: Module 2: Unit 2: Lesson 15 Thursday: Flex Day: Finish evaluating Lesson 15 | Lesson 15: Unit 2 assessment | Monday: Module 3: Cycle 12: Lesson 63 Tuesday: Wednesday: Module 3: Cycle 12: Lesson 64 Thursday: Module 3: Cycle 12: Lesson 65 | |

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| February 8-11 | Monday: Lincoln's Birthday -No school Tuesday: Module 2: Unit 3: Lesson 1 Wednesday: Module 2: Unit 3: Lesson 2 Thursday: Module 2: Unit 3: Lesson 3 | | Monday: Lincoln's Birthday -No school Tuesday: Module 3: Cycle 13: Lesson 66 Wednesday: Module 3: Cycle 13: Lesson 67 Thursday: Module 3: Cycle 13: Lesson 68 | |
| February 15-18 | Monday: Washington's Birthday -No school Tuesday: Module 2: Unit 3: Lesson 4 Wednesday: Module 2: Unit 3: Lesson 5 Thursday: Module 2: Unit 3: Lesson 6 | | Monday: Washington's Birthday -No school Tuesday: Module 3: Cycle 13: Lesson 69 Wednesday: Module 3: Cycle 13: Lesson 70 Thursday: Module 3: Cycle 14: Lesson 71 | Cycle 13: Lesson 70 Assessment |
| February 22-25 | Monday: Module 2: Unit 3: Lesson 7 Tuesday: Module 2: Unit 3: Lesson 8 Wednesday: Module 2: Unit 3: Lesson 9 Thursday: Module 2: Unit 3: Lesson 10 | Lesson 10-11: Unit 3 assessment | Monday: Module 3: Cycle 14: Lesson 72 Tuesday: Module 3: Cycle 14: Lesson 73 Wednesday: Module 3: Cycle 14: Lesson 74 Thursday: Module 3: Cycle 14: Lesson 75 | |
| March 1-4 | Monday:NWEA Tuesday:NWEA Wednesday:NWEA Thursday:Flex Day | | Monday:NWEA Tuesday:NWEA Wednesday:NWEA Thursday:Flex Day | |
| March 8-11 | Monday: Module 2: Unit 3: Lesson 11 Tuesday: Module 2: Unit 3: Lesson 12 Wednesday: Flex Day Thursday: Flex Day | Lesson 12: Performance Task | Monday Module 3: Cycle 15: Lesson 76 Tuesday: Module 3: Cycle 15: Lesson 77 Wednesday Module 3: Cycle 15: Lesson 78 Thursday: Module 3: Cycle 15: Lesson 79 | |
| March 15-18 | Monday: Spring Intersession Tuesday: Spring Intersession Wednesday: Spring Intersession Thursday: Spring Intersession | | Monday: Spring Intersession Tuesday: Spring Intersession Wednesday: Spring Intersession Thursday: Spring Intersession | |
| Third Trimester | | | | |
| March 22-25 | Monday: Module 3: Unit 1: Lesson 1 Tuesday: Module 3: Unit 1: Lesson 2 Wednesday: Module 3: Unit 1: Lesson 3 Thursday: Module 3: Unit 1: Lesson 4 | | Monday: Module 3: Cycle 15: Lesson 80 Tuesday: Module 3: Cycle 16: Lesson 81 Wednesday: Module 3: Cycle 16: Lesson 82 Thursday: Module 3: Cycle 16: Lesson 83 | Cycle 15: Lesson 80 Assessment |
| March 29-April 1 | Spring Break | | | |
| April 5-9 | Culture and Hybrid Model | | | |
| April 12-16 | Monday: Module 3: Unit 1: Lesson 5 Tuesday: Module 3: Unit 1: Lesson 6 Wednesday: Module 3: Unit 1: Lesson 7 (Assessm) Thursday: Module 3: Unit 1: Lesson 8 (Assessm) Friday: Flex Day | Module 3: Unit 1: Lesson 7-8 Assessment | Monday: Module 3: Cycle 16: Lesson 84 Tuesday: Module 3: Cycle 16: Lesson 85 Wednesday: Module 3: Cycle 17: Lesson 86 Thursday: Module 3: Cycle 17: Lesson 87 Friday: Flex Day | |
| April 19-23 | Monday: Module 3: Unit 2: Lesson 1 Tuesday: Module 3: Unit 2: Lesson 2 Wednesday: Module 3: Unit 2: Lesson 3 | | Monday: Module 3: Cycle 17: Lesson 88 Tuesday: Module 3: Cycle 17: Lesson 89 Wednesday Module 3: Cycle 17: Lesson 90 | Cycle 17: Lesson 90 Assessment |

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| | Thursday: Module 3: Unit 2: Lesson 4 Friday: Flex Day | | Thursday: Module 3: Cycle 18: Lesson 91 Friday: Flex Day | |
| April 26- 30 | Monday: Module 3: Unit 2: Lesson 5 Tuesday: Module 3: Unit 2: Lesson 6 Wednesday: Module 3: Unit 2: Lesson 7 Thursday: Module 3: Unit 2: Lesson 8 Friday: Flex Day | | Monday Module 3: Cycle 18: Lesson 92 Tuesday:: Module 3: Cycle 18: Lesson 93 Wednesday: Module 3: Cycle 18: Lesson 94 Thursday: Module 3: Cycle 18: Lesson 95 Friday: Flex Day | |
| May 3- 7 | Monday: Module 3: Unit 2: Lesson 9 (Assessm) Tuesday: Module 3: Unit 2: Lesson 10 (Assessm) Wednesday: Module 3: Unit 2: Lesson 11 (Assessm) Thursday: Module 3: Unit 2: Lesson 12 Friday: Flex Day | Module 3: Unit 2: Lesson 9-11 Assessment | Monday: Module 4: Cycle 19: Lesson 96 Tuesday: Module 4: Cycle 19:: Lesson 97 Wednesday: Module 4: Cycle 19: Lesson 98 Thursday Module 4: Cycle 19: Lesson 99 Friday: Flex Day | |
| May 10-14 | Monday: Module 3: Unit 3: Lesson 1 Tuesday: Module 3: Unit 3: Lesson 2 Wednesday: Module 3: Unit 3: Lesson 3 Thursday: Module 3: Unit 3: Lesson 4 Friday: Flex Day | | Monday: Module 4: Cycle 19: Lesson 100 Tuesday:: Module 4: Cycle 20: Lesson 101 Wednesday: Module 4: Cycle 20: Lesson 102 Thursday: Module 4: Cycle 20: Lesson 103 Friday: Flex Day | Cycle 19: Lesson 100 Assessment |
| May 17-21 | Monday: Module 3: Unit 3: Lesson 5 Tuesday: Module 3: Unit 3: Lesson 6 (Assessm) Wednesday: Module 3: Unit 3: Lesson 7 Thursday: Module 3: Unit 3: Lesson 8 (Assessm) Friday: Flex Day | Module 3: Unit 3: Lesson 6, 8 & 9 Assessment | Monday: Module 4: Cycle 20: Lesson 104 Tuesday: Module 4: Cycle 20: Lesson 105 Wednesday: Module 4: Cycle 21: Lesson 106 Thursday: Module 4: Cycle 21: Lesson 107 Friday: Flex Day | |
| May 24-28 | Monday: NWEA Testing Tuesday: NWEA Testing Wednesday: NWEA Testing Thursday: Flex Day Friday: Flex Day | | Monday: NWEA Testing Tuesday: NWEA Testing Wednesday: NWEA Testing Thursday: Flex Day Friday: Flex Day | |
| May 31- June 4 | Monday: Module 3: Unit 3: Lesson 9 (Assessm) Tuesday: Module 3: Unit 3: Lesson 10 Wednesday: Module 3: Unit 3: Lesson 11 Thursday: Module 3: Unit 3: Lesson 12 Friday: Flex Day | | Monday: Module 4: Cycle 21: Lesson 108 Tuesday: Module 4: Cycle 21: Lesson 109 Wednesday: Module 4: Cycle 21: Lesson 110 Thursday: Skills-End of the Year Benchmark Test Friday: Skills-End of the Year Benchmark Test | End of the Year Benchmark Test |
| June 7-11 | Monday: Memorial Day -No school Tuesday: Celebration of Learning Wednesday: Flex Day Thursday: Flex Day Friday: Flex Day | | Monday: Memorial Day -No school Tuesday: Skills-End of the Year Benchmark Test Wednesday: Skills-End of the Year Benchmark Test Thursday: Skills-End of the Year Benchmark Test Friday: Skills-End of the Year Benchmark Test | End of the Year Benchmark Test |
| June 14- 16 | Monday: Celebration of Learning Tuesday: Last Day of School for Students | | Monday: Celebration of Learning Tuesday: Last Day of School for Students | |

EL Education: Grade 1 Module Block

| 2020-2021 | Module 1-31 days | Module 2-40 days | Module 3- 39 days | Module 4- 36 days |
|---|---|--|--|---|
| Module Focus | Building Literacy in a Collaborative Classroom | What's Up in the Sky | Building Expertise through Research | Contributing to the Community |
| Module Topic | Tools and Work | A Study of the Sun, Moon, and Stars | Bird's Amazing Bodies | Caring for Birds |
| Central Student Texts | <ul style="list-style-type: none"> ● The Little Red Pen ● The Most Magnificent Thing ● Tools | <ul style="list-style-type: none"> ● Summer Sun Risin' ● What Makes Day and Night ● What the Sun Sees, What the Moon Sees | <ul style="list-style-type: none"> ● Birds (Scholastic Discover More) ● Feathers: Not Just for Flying ● Little Kids First Book of Birds | <ul style="list-style-type: none"> ● A Place for Birds |
| End date | Unit 1: September 21 Unit 2: October 7 Unit 3: October 29 | Unit 1: January 6 Unit 2: February 1 Unit 3: March 9 | Unit 1: April 20 Unit 2: May 19 Unit 3: June 10 * | Unit 1: Unit 2: Unit 3: |
| Unit days | Unit 1: 8 days | Unit 1: 15 days | Unit 1: 10 days | Unit 1: 9 days |
| | Unit 2: 10 days | Unit 2: 12 days | Unit 2: 17 days | Unit 2: 10 days |
| | Unit 3: 13 days | Unit 3: 13 days | Unit 3: 12 days | Unit 3: 17 days |
| Module Standards All supporting Reading, Language, and Speaking & Listening standards from previous units within each module are continued in Unit 3 for the Module | | | | |
| End of Unit Assessment & | Targets (CCSS explicitly taught and assessed): | Targets (priority standards): W.1.5, L.1.1f, L.1.1j, L.1.2b, L.1.6 | Targets: W.1.5, W.1.7, L.1.1f, L.1.1g, L.1.2.b, L.1.2.e | Targets (CCSS explicitly taught and assessed): |

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| Module Performance Task | RL.1.1, RL.1.3, RL.1.4, RL.1.7, RI.1.1, RI.1.7, W.1.2, SL.1.1, L.1.5a | | | W.1.2, W.1.5, W.1.6, L.1.1, L.1.1b, L.1.1f, L.1.1g, L.1.2, L.1.2a, L.1.2b, L.1.2c |
| Reading-Foundational Skills | | | | |
| Cycle 1-4 | <p>Reading-Foundational Skills</p> <ul style="list-style-type: none"> ● RF.1.1: Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <ul style="list-style-type: none"> ● RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <ul style="list-style-type: none"> ● RF.1.3: Know and apply grade-level phonics and word-analysis skills in decoding words. <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs. B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel-team conventions for representing long vowel sounds. D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. E. Decode two-syllable words following basic patterns by breaking the words into syllables. F. Read words with inflectional endings. G. Recognize and read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> ● RF.1.4: Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Language</p> <ul style="list-style-type: none"> ● L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Print all upper- and lowercase letters. | | | |

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| | <ul style="list-style-type: none"> ● L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>A. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>B. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> |
| Cycle 5-11 | <p>Reading-Foundational Skills</p> <ul style="list-style-type: none"> ● RF.1.1: Demonstrate understanding of the organization and basic features of print. <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <ul style="list-style-type: none"> ● RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <p>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> ● RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. <p>A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>F. Read words with inflectional endings.</p> <p>G. Recognize and read grade-appropriate irregularly spelled words.</p> <ul style="list-style-type: none"> ● RF.1.4: Read with sufficient accuracy and fluency to support comprehension. <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Language</p> <ul style="list-style-type: none"> ● L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>A. Print all upper- and lowercase letters.</p> |

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| | <ul style="list-style-type: none"> ● L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> |
| Cycle 12-18 | <p>Reading-Foundational Skills</p> <ul style="list-style-type: none"> ● RF.1.1: Demonstrate understanding of the organization and basic features of print. <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <ul style="list-style-type: none"> ● RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <p>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> ● RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. <p>A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>F. Read words with inflectional endings.</p> <p>G. Recognize and read grade-appropriate irregularly spelled words.</p> <ul style="list-style-type: none"> ● RF.1.4: Read with sufficient accuracy and fluency to support comprehension. <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Language</p> <ul style="list-style-type: none"> ● L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>A. Print all upper- and lowercase letters.</p> <ul style="list-style-type: none"> ● L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| | <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> |
| <p>Cycle 19-25</p> | <p>Reading-Foundational Skills</p> <ul style="list-style-type: none"> ● RF.1.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ● RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ● RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs. B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. E. Decode two-syllable words following basic patterns by breaking the words into syllables. F. Read words with inflectional endings. |

G. Recognize and read grade-appropriate irregularly spelled words.

- RF.1.41 (1) Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.

- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

(1) Whole group lessons in first grade do not address the RF.4 fluency standards explicitly, though students are encouraged to read the Decodable Student Reader aloud with a partner during the Partner Search and Read instructional practice. Fluency is explicitly addressed during Accountable Independent Reading, which is suggested as an independent rotation for students not working with the teacher during differentiated small group instruction (see Independent and Small Group Work guidance document for more details).

ELA-First-Grade: First Trimester/Second Trimester/Third Trimester

| Week | Module | Module Assessment | Skills Block | Skills Block Assessment |
|------------------------|--|--|--|--------------------------------|
| September 8-10 | Monday: Holiday Tuesday: Module 1: Unit 1: Lesson 1 Wednesday: Module 1: Unit 1: Lesson 2 Thursday: Module 1: Unit 1: Lesson 3 | | Monday: Holiday Tuesday: Module 1: Cycle 1: Lesson 1 Wednesday: Module 1: Cycle 1: Lesson 2 Thursday: Module 1: Cycle 1: Lesson 3 | - |
| September 14-17 | Monday: Module 1: Unit 1: Lesson 4 Tuesday: Module 1: Unit 1: Lesson 5 Wednesday: Module 1: Unit 1: Lesson 6 Thursday: Module 1: Unit 1: Lesson 7 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 1: Lesson 4 Tuesday: Module 1: Cycle 1: Lesson 5 Wednesday: Module 1: Cycle 2: Lesson 6 Thursday: Module 1: Cycle 2: Lesson 7 | MobyMax Progress Report |
| September 21-24 | Monday: Module 1: Unit 1: Lesson: 8 Tuesday: Module 1: Unit 2: Lesson 1 Wednesday: Module 1: Unit 2: Lesson 2 Thursday: Module 1: Unit 2: Lesson 3 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 2: Lesson 8 Tuesday: Module 1: Cycle 2: Lesson 9 Wednesday: Module 1: Cycle 2: Lesson 10 Thursday: Module 1: Cycle 2: Lesson 11 | MobyMax Progress Report |
| September 28-October 1 | Monday: Module 1: Unit 2: Lesson: 4 Tuesday: Module 1: Unit 2: Lesson 5 Wednesday: Module 1: Unit 2: Lesson 6 Thursday: Module 1: Unit 2: Lesson 7 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 2: Lesson 12 Tuesday: Module 1: Cycle 2: Lesson 13 Wednesday: Module 1: Cycle 2: Lesson 14 Thursday: Module 1: Cycle 2: Lesson 15 | MobyMax Progress Report |
| October 5-8 | Monday: Module 1: Unit 2: Lesson: 8 Tuesday: Module 1: Unit 2: Lesson 9 Wednesday: Module 1: Unit 2: Lesson 10 Thursday: Module 1: Unit 3: Lesson 1 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 3: Lesson 16 Tuesday: Module 1: Cycle 3: Lesson 17 Wednesday: Module 1: Cycle 3: Lesson 18 Thursday: Module 1: Cycle 3: Lesson 19 | MobyMax Progress Report |
| October 12-15 | Monday: Module 1: Unit 3: Lesson 2 Tuesday: Module 1: Unit 3: Lesson 3 Wednesday: Module 1: Unit 3: Lesson 4 Thursday: Module 1: Unit 3: Lesson 5 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 3: Lesson 20 Tuesday: Module 1: Cycle 4: Lesson 21 Wednesday: Module 1: Cycle 4: Lesson 22 Thursday: Module 1: Cycle 4: Lesson 23 | MobyMax Progress Report |
| October 19-22 | Monday: Module 1: Unit 3: Lesson 6 Tuesday: Module 1: Unit 3: Lesson 7 Wednesday: Module 1: Unit 3: Lesson 8 Thursday: Module 1: Unit 3: Lesson 9 | MobyMax Reading Comprehension Progress Report | Monday: Module 1: Cycle 4: Lesson 24 Tuesday: Module 1: Cycle 4: Lesson 25 Wednesday: Module 2: Cycle 5: Lesson 26 Thursday: Module 2: Cycle 5: Lesson 27 | MobyMax Progress Report |
| October 26-29 | Monday: Module 1: Unit 3: Lesson 10 Tuesday: Module 1: Unit 3: Lesson 11 Wednesday: Module 1: Unit 3: Lesson 12 Thursday: Module 1: Unit 3: Lesson 13 | MobyMax Reading Comprehension Progress Report | Monday: Module 2: Cycle 5: Lesson 28 Tuesday: Module 2: Cycle 5: Lesson 29 Wednesday: Module 2: Cycle 5: Lesson 30 Thursday: Module 2: Cycle 6: Lesson 31 | MobyMax Progress Report |

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| November 2-5 | Monday: MobyMax Tuesday: MobyMax Wednesday: MobyMax Thursday: MobyMax | MobyMax Foundational Reading | Monday: Module 2: Cycle 6: Lesson 32 Tuesday: Module 2: Cycle 6: Lesson 33 Wednesday: Module 2: Cycle 6: Lesson 34 Thursday: Module 2: Cycle 6: Lesson 35 | |
| November 9-19 | Interession and Parent/Conference | | | |
| November 23-26 | Thanksgiving Break | | | |
| November 30-Dec 3 | Monday: Module 2: Unit 1: Lesson 1 Tuesday: Module 2: Unit 1: Lesson 2 Wednesday: Module 2: Unit 1: Lesson 3 Thursday: Module 2: Unit 1: Lesson 4 | | Monday: Module 2: Cycle 7: Lesson 36 Tuesday: Module 2: Cycle 7: Lesson 37 Wednesday: Module 2: Cycle 7: Lesson 38 Thursday: Module 2: Cycle 7: Lesson 39 | |
| December 7-10 | Monday: Module 2: Unit 1: Lesson 5 Tuesday: Module 2: Unit 1: Lesson 6 Wednesday: Module 2: Unit 1: Lesson 7 Thursday: Module 2: Unit 1: Lesson 8 | | Monday: Module 2: Cycle 7: Lesson 40 Tuesday: Module 2: Cycle 8: Lesson 41 Wednesday: Module 2: Cycle 8: Lesson 42 Thursday: Module 2: Cycle 8: Lesson 43 | |
| December 14 - 17 | Monday: Module 2: Unit 1: Lesson 9 Tuesday: Module 2: Unit 1: Lesson 10 Wednesday: Module 2: Unit 1: Lesson 11 Thursday: Module 2: Unit 1: Lesson 12 | | Monday: Module 2: Cycle 8: Lesson 44 Tuesday: Module 2: Cycle 8: Lesson 45 Wednesday: Module 2: Cycle 9: Lesson 46 Thursday: Module 2: Cycle 9: Lesson 47 | |
| December 21-Jan 1 | Winter Break | | | |
| January 4-7 | Monday: Module 2: Unit 1: Lesson 13 Tuesday: Module 2: Unit 1: Lesson 14 Wednesday: Module 2: Unit 1: Lesson 15 Thursday: Module 2: Unit 2: Lesson 1 | 1-Unit 1: Lesson 14-15 | Monday: Module 2: Cycle 9: Lesson 48 Tuesday: Module 2: Cycle 9: Lesson 49 Wednesday: Module 2: Cycle 9: Lesson 50 Thursday: Module 2: Cycle 10: Lesson 51 | |
| January 11-14 | Monday: Flex Day Tuesday: Module 2: Unit 2: Lesson 2 Wednesday: Module 2: Unit 2: Lesson 3 Thursday: Module 2: Unit 2: Lesson 4 | | Monday: Module 2: Cycle 10: Lesson 52 Tuesday: Module 2: Cycle 10: Lesson 53 Wednesday: Module 2: Cycle 10: Lesson 54 Thursday: Module 2: Cycle 10: Lesson 55 | |
| January 18-21 | Monday: Martin Luther King, Jr -No school Tuesday: Module 2: Unit 2: Lesson 5 Wednesday: Module 2: Unit 2: Lesson 6 Thursday: Module 2: Unit 2: Lesson 7 | | Monday: Martin Luther King, Jr -No school Tuesday: Module 2: Cycle 11: Lesson 56 Wednesday: Module 2: Cycle 11: Lesson 57 Thursday: Module 2: Cycle 11: Lesson 58 | |
| January 25-28 | Monday: Module 2: Unit 2: Lesson 8 Tuesday: Module 2: Unit 2: Lesson 9 Wednesday: Module 2: Unit 2: Lesson 10 Thursday: Module 2: Unit 2: Lesson 11 | | Monday: Module 2: Cycle 11: Lesson 59 Tuesday: Module 2: Cycle 11: Lesson 60 Wednesday: Module 3: Cycle 12: Lesson 61 Thursday: Module 3: Cycle 12: Lesson 62 | Cycle 11: Lesson 60 Assessment |

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|----------------|--|--|--|--------------------------------|
| February 1-4 | Monday: Module 2: Unit 2: Lesson 12 Tuesday: NWEA Dry Run Wednesday: Flex Day: Finish evaluation Ut2: L 12 Thursday: Module 2: Unit 3: Lesson 1 | 1-Unit 2: Lesson 12 | Monday: Module 3: Cycle 12: Lesson 63 Tuesday: Wednesday: Module 3: Cycle 12: Lesson 64 Thursday: Module 3: Cycle 12: Lesson 65 | |
| February 8-11 | Monday: Lincoln's Birthday -No school Tuesday: Module 2: Unit 3: Lesson 2 Wednesday: Module 2: Unit 3: Lesson 3 Thursday: Module 2: Unit 3: Lesson 4 | | Monday: Lincoln's Birthday -No school Tuesday: Module 3: Cycle 13: Lesson 66 Wednesday: Module 3: Cycle 13: Lesson 67 Thursday: Module 3: Cycle 13: Lesson 68 | |
| February 15-18 | Monday: Washington's Birthday -No school Tuesday: Module 2: Unit 3: Lesson 5 Wednesday: Module 2: Unit 3: Lesson 6 Thursday: Module 2: Unit 3: Lesson 7 | | Monday: Washington's Birthday -No school Tuesday: Module 3: Cycle 13: Lesson 69 Wednesday M Module 3: Cycle 13: Lesson 70 Thursday M Module 3: Cycle 14: Lesson 71 | Cycle 13: Lesson 70 Assessment |
| February 22-25 | Monday: Module 2: Unit 3: Lesson 8 Tuesday: Module 2: Unit 3: Lesson 9 Wednesday: Module 2: Unit 3: Lesson 10 Thursday: Module 2: Unit 3: Lesson 11 | 1-Unit 3: Lesson 8-10 | Monday: Module 3: Cycle 14: Lesson 72 Tuesday: Module 3: Cycle 14: Lesson 73 Wednesday: Module 3: Cycle 14: Lesson 74 Thursday: Module 3: Cycle 14: Lesson 75 | |
| March 1-4 | Monday: NWEA Tuesday: NWEA Wednesday: NWEA Thursday: Flex Day | | Monday: NWEA Tuesday: NWEA Wednesday: NWEA Thursday: Flex Day | |
| March 8-11 | Monday: Module 2: Unit 3: Lesson 12 Tuesday: Module 2: Unit 3: Lesson 13 Wednesday: Flex Day Thursday: Flex Day | 1-Unit3: Perf. Task (In this Performance Task, students use feedback from peers and from the teacher to revise and edit their "What the Sun Sees". | Monday: Module 3: Cycle 15: Lesson 76 Tuesday: Module 3: Cycle 15: Lesson 77 Wednesday: Module 3: Cycle 15: Lesson 78 Thursday: Module 3: Cycle 15: Lesson 79 | |
| March 15-18 | Monday: Spring Intersession Tuesday: Spring Intersession Wednesday: Spring Intersession Thursday: Spring Intersession | | Monday: Spring Intersession Tuesday: Spring Intersession Wednesday: Spring Intersession Thursday: Spring Intersession | |

| Third Trimester | | | | |
|------------------|---|-------------------------------------|---|--|
| March 22-25 | Monday: Module 3: Unit 1: Lesson 1 Tuesday: Module 3: Unit 1: Lesson 2 Wednesday: Module 3: Unit 1: Lesson 3 Thursday: Module 3: Unit 1: Lesson 4 | | Monday: Module 3: Cycle 15: Lesson 80 Tuesday: Module 3: Cycle 16: Lesson 81 Wednesday: Module 3: Cycle 16:: Lesson 82 Thursday: Module 3: Cycle 16:: Lesson 83 | Cycle 15: Lesson 80 Assessment |
| March 29-April 1 | Spring Break | | | |
| April 5-8 | Culture and Hybrid Model | | | |
| April 12-16 | Monday: Module 3: Unit 1: Lesson 5 Tuesday: Module 3: Unit 1: Lesson 6 Wednesday: Module 3: Unit 1: Lesson 7 Thursday: Module 3: Unit 1: Lesson 8 Friday: Flex Day | 1-Module 3: U1: Lesson 8 | Monday: Module 3: Cycle 16: Lesson 84 Tuesday: Module 3: Cycle 16:: Lesson 85 Wednesday: Module 3: Cycle 17: Lesson 86 Thursday: Module 3: Cycle 17: Lesson 87 Friday: Flex Day | |
| April 19-23 | Monday: Module 3: Unit 1: Lesson 9 Tuesday: Module 3: Unit 1: Lesson 10 Wednesday: Module 3: Unit 2: Lesson 1 Thursday: Module 3: Unit 2: Lesson 2 Friday: Flex Day | | Monday: Module 3: Cycle 17: Lesson 88 Tuesday: Module 3: Cycle 17:: Lesson 89 Wednesday: Module 3: Cycle 17: Lesson 90 Thursday: Module 3: Cycle 18: Lesson 91 Friday: Flex Day. | Cycle 17: Lesson 90 Assessment |
| April 26- 30 | Monday: Module 3: Unit 2: Lesson 3 Tuesday: Module 3: Unit 2: Lesson 4 Wednesday: Module 3: Unit 2: Lesson 5 Thursday: Module 3: Unit 2: Lesson 6 Friday: Flex Day | | Monday: Module 3: Cycle 18: Lesson 92 Tuesday: Module 3: Cycle 18:: Lesson 93 Wednesday: Module 3: Cycle 18: Lesson 94 Thursday: Module 3: Cycle 18: Lesson 95 Friday: Flex Day | |
| May 3- 7 | Monday: Module 3: Unit 2: Lesson 7 Tuesday: Module 3: Unit 2: Lesson 8 Wednesday: Module 3: Unit 2: Lesson 9 Thursday: Module 3: Unit 2: Lesson 10 Friday: Flex Day | | Monday: Module 4: Cycle 19: Lesson 96 Tuesday: Module 4: Cycle 19:: Lesson 97 Wednesday: Module 4: Cycle 19: Lesson 98 Thursday: Module 4: Cycle 19: Lesson 99 Friday: Flex Day | |
| May 10-14 | Monday: Module 3: Unit 2: Lesson 11 Tuesday: Module 3: Unit 2: Lesson 12 Wednesday: Module 3: Unit 2: Lesson 13 Thursday: Module 3: Unit 2: Lesson 14 Friday: Flex Day | | Monday: Module 4: Cycle 19: Lesson 100 Tuesday: Module 4: Cycle 20: Lesson 101 Wednesday: Module 4: Cycle 20: Lesson 102 Thursday: Module 4: Cycle 20: Lesson 103 Friday: Flex Day | Cycle 19: Lesson 100 Assessment |
| May 17-21 | Monday: Module 3: Unit 2: Lesson 15 Tuesday: Module 3: Unit 2: Lesson 16 Wednesday: Module 3: Unit 2: Lesson 17 Thursday: Module 3: Unit 3: Lesson 1 Friday: Flex Day | 1-Module 3: U2: Lesson 15-16 | Monday: Module 4: Cycle 20: Lesson 104 Tuesday: Module 4: Cycle 20: Lesson 105 Wednesday: Module 4: Cycle 21: Lesson 106 Thursday: Module 4: Cycle 21: Lesson 107 Friday: Flex Day | |

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|---------------|---|--|---|---------------------------------------|
| May 24-28 | Monday: NWEA Testing Tuesday: NWEA Testing Wednesday: NWEA Testing Thursday: Flex Day Friday: Flex Day | | Monday: NWEA Testing Tuesday: NWEA Testing Wednesday: NWEA Testing Thursday: Flex Day Friday: Flex Day | |
| May 31-June 4 | Monday: Module 3: Unit 3: Lesson 2 Tuesday: Module 3: Unit 3: Lesson 3 Wednesday: Module 3: Unit 3: Lesson 4 Thursday: Module 3: Unit 3: Lesson 5 Friday: Flex Day | | Monday: Module 4: Cycle 21: Lesson 108 Tuesday: Module 4: Cycle 21: Lesson 109 Wednesday: Module 4: Cycle 21: Lesson 110 Thursday: Flex Day Friday: Flex Day | End of the Year Benchmark Test |
| June 7-11 | Monday: Memorial Day -No school Tuesday: Module 3: Unit 3: Lesson 6 Wednesday: Module 3: Unit 3: Lesson 7 Thursday: Module 3: Unit 3: Lesson 8 Friday: Flex Day | | Monday: Memorial Day -No school Tuesday: End of the Year Benchmark Test Wednesday: End of the Year Benchmark Test Thursday: End of the Year Benchmark Test Friday: End of the Year Benchmark Test | End of the Year Benchmark Test |
| June 14-16 | Monday: Celebration of Learning Tuesday: Last Day of School for Students | | Monday: Celebration of Learning Tuesday: Last Day of School for Students | |

Grade 2 Pacing Guide

| Week | Arc | Dates | Test Date | Text | Standards | Grammar, Phonics, and Spelling | Writing | Name of Test | |
|--------------------|---------|-------------|-----------|-----------------------------------|--|--------------------------------|--|-----------------------|--|
| 1 | Culture | 8/19-8/23 | | Culture, Procedures, Expectations | | | | No Assessment | |
| 2 | Culture | 8/26 - 8/30 | | Culture, Procedures, Expectations | | | | No Assessment | |
| 3 | Culture | 9/2-9/6 | | GBTJ | L.2; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 1 | | No Assessment | |
| 4 | | 9/9-9/13 | | How Chipmunk Got His Stripes (L9) | RI.2.2; L.2; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 2 | 1 | No Assessment | |
| 5 | | 9/16-9/20 | 9/20 | Officer Buckle and Gloria (L15) | RI.2.1; L.2.1; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 3 | 2 | 2.ELA.4 (Buckle W1) | |
| 6 | | 9/23-9/27 | 9/27 | Officer Buckle and Gloria Week 2 | RI.2.1; L.2.1; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 4 | | 2.ELA.5 (Buckle W2) | |
| 7 | | 9/30-10/4 | 10/4 | Narrative PT | W.2.3; L.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 5 | 2ELA - Narrative Performance Task - Helen Keller / Narrative Paragraph | | |
| 8 | | 10/7-10/11 | 10/11 | Luke Goes to Bat (L17) | RI.2.3; L.2.2; W.2.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 6 | 4 | 2.ELA.U1 (Luke 1) | |
| 9 | | 10/14-10/18 | 10/18 | Luke Goes to Bat Week 2 | RI.2.6; L.2.2a; W.2.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 7 | | 2.ELA.8 (Luke 2) | |
| 10 | | 10/21-10/25 | Principal | Winter NWEA #1; reteach | | | | NWEA | |
| 11 | | 10/28-11-1 | | The Goat in the Rug (L23) / IAB | L.2.7/RI.2.7; L.2.2; W.2.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 8 | | No Assessment | |
| 12 | | 11/4-11/8 | 11/8 | The Goat in the Rug Week 2 | RI.2.2; L.2; W.2.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 9 | | 2.ELA.9 (Goat 2)* | |
| End of Trimester 1 | | | | | | | | | |
| 13 | | 11/11-11/15 | | INTERSESSION WEEK 1 | | | | | |
| 14 | | 11/18-11/22 | | INTERSESSION WEEK 1 | | | | | |
| | | 11/25-11/29 | 11/29 | Thanksgiving Break | | | | | |
| 15 | | 12/2-12/6 | 12/6 | Informative PT | L.2; W.2.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 10 | 2ELA - Informative Performance Task - Powhatan Resources | | |
| 16 | | 12/9-12/13 | | Dogs (L3) | RI.2.6; L.2; W.2.1; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 11 | 5 | 2.ELA.U2 (Dogs 1) | |
| 17 | | 12/16-12/20 | | Dogs Week 2 | RI.2.6; L.2; W.2.1; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 12 | 6 | No Assessment | |
| 18 | | 12/23-12/27 | | WINTER BREAK | | | | | |
| 19 | | 12/30-1/3 | | WINTER BREAK | | | | | |
| 20 | | 1/6-1/10 | | Animals Building Homes (L6) | RI.2.5; L.2; W.2.1; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 13 | 7 | No Assessment | |
| 21 | | 1/13-1/17 | 1/17 | Animals Building Homes Week 2 | RI.2.5; L.2.2a; W.2.1; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 14 | | 2.ELA.16 (Animals 2) | |
| 22 | | 1/20-1/24 | 1/24 | Opinion PT | L.2.5; W.2.1; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 15 | 2ELA - Opinion PT - Best Home | | |
| 23 | | 1/27-1/31 | 1/31 | Super Storms (L8) | RI.2.2; L.2.1c; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 16 | | 2.ELA.U3 (Storms 1) | |
| 24 | | 2/3-2/7 | 2/7 | Super Storms Week 2 | RI.2.2 / RI.2.6; L.2; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 17 | | 2.ELA.21 (Storms 2) | |
| 25 | | 2/10-2/14 | | Schools Around the World (L13) | L.2.3 / RI.2.5; L.2.1d; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 18 | 8 | No Assessment | |
| 26 | | 2/17-2/21 | 2/21 | Schools Around the World Week 2 | RI.2.3; L.2.2; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 19 | | 2.ELA.22 (Schools 2) | |
| 27 | | 2/24-2/28 | Principal | NWEA #2; reteach | | | | NWEA | |
| 28 | | 3/2-3/6 | 3/6 | Narrative PT | L.2; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 20 | 2ELA - Narrative PT - Shark Life | | |
| 29 | | 3/9-3/13 | 3/13 | Now and Ben (L30) OWAG | RI.2.8; L.2.1e; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 21 | 9 | 2.ELA.U4 (Ben 1)* | |
| End of Trimester 2 | | | | | | | | | |
| 30 | | 3/16-3/20 | | SPRING INTERSESSION | | | | | |
| 31 | | 3/23-3/27 | 3/27 | Helen Keller (L14) | RI.2.6; L.2.1e; W.2.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 22 | | 2.ELA.27 (Keller 1) | |
| 32 | | 3/30-4/3 | 4/3 | Helen Keller Week 2 | RI.2.6; L.2.1d; W.2.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 23 | | 2.ELA.28 (Keller 2) | |
| 33 | | 4/6-4/10 | | SPRING BREAK | | | | | |
| 34 | | 4/13-4/17 | 4/17 | Penguin Chick (L21) | RI.2.7; L.2.1d; W.2.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 24 | | 2.ELA.29 (Penguin 1) | |
| 35 | | 4/20-4/24 | 4/24 | Penguin Chick Week 2 | RI.2.8; L.2.1d; W.2.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 25 | | 2.ELA.30 (Penguin 2) | |
| 36 | | 4/27-5/1 | 5/1 | Informative PT | L.2.2c; W.2.2; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 26 | 2ELA - Informative PT - Bottle Car Lab Report | | |
| 37 | | 5/4-5/8 | 5/8 | The Mysterious Tadpole (L26) | RI.2.1; L.2.1e; W.2.1; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 27 | | 2.ELA.U5 (Tadpole 1) | |
| 38 | | 5/11-5/15 | 5/15 | The Mysterious Tadpole Week 2 | RI.2.1; L.2.2ec; W.2.1; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 28 | | 2.ELA.33 (Tadpole 2) | |
| 39 | | 5/18-5/22 | 5/22 | Yeh-Shen (L28) | RI.2.9; L.2; W.2.1; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 29 | | 2.ELA.34 (Yeh-Shen 1) | |
| 40 | | 5/25-5/29 | | Yeh-Shen Week 2 | RI.2.9; L.2.1e; W.2.1; SL.2.1.2.2, 2.3, 2.4, and 2.6 | 30 | | No Assessment | |

| Performance Tasks | |
|-------------------|-------------|
| 9/30-10/4 | Narrative |
| 11/25-11/29 | Informative |
| 1/20-1/24 | Opinion |
| 3/2-3/6 | Narrative |
| 4/27-5/1 | Informative |
| 6/1-6/5 | Opinion |

**This Test will Appear on Trimester 2 Report Cards*

| Unit Planning | |
|---------------|--------------------------------|
| Unit 1 | RL.2.1; RL.2.2 |
| Unit 3 | RI.2.5; RI.2.6 |
| Unit 4 | RI.2.2; RI.2.3; RI.2.5; RI.2.6 |
| Unit 5 | RI.2.6; RI.2.7; RI.2.8 |
| Unit 6 | RL.2.1; RL.2.9 |

T1: 4 Quizzes, 1 Unit Assessment, 1 PT, NWEA
T2: 3 Quizzes, 3 Unit Assessments, 3 PTs, NWEA
T3: 6 Quizzes, 1 Unit Assessment, 2 PTs, NWEA

**This Test will Appear on Trimester 3 Report Cards*

| | | | | | | | | | | | |
|----|--|-----------|-----------|---------------------|--------------------------------------|-----|--|--|--|--|--|
| 41 | | 6/1-6/5 | Principal | NWEA #3 | | | NWEA | | | | |
| 42 | | 6/8-6/12 | 6/12 | Opinion PT | W.2.1; SL.2.1,2.2, 2.3, 2.4, and 2.6 | N/A | 2ELA - Opinion PT - The Boy Who Cried Wolf | | | | |
| 43 | | 6/15-6/19 | | Last Week of School | | | | | | | |

Grade 3 Pacing Guide

| Week | Arc | Dates | Test Date | Text | Standards | Grammar, Phonics and Spelling | Writing | Name of Test |
|--------------------|---------|-------------|-----------|---|---|-------------------------------|--|--|
| 1 | Culture | 8/19-8/23 | | Culture, Procedures, Expectations | | | | |
| 2 | Culture | 8/26-8/30 | | Culture, Procedures, Expectations | | | | |
| 3 | Culture | 9/2-9/6 | | GBTJ | L.3.1e; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 1 | | No Assessment |
| 4 | | 9/9-9/13 | | The Trial of Cardigan Jones (L2) | RI.3.2; L.3.1e; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 2 | 1 | No Assessment |
| 5 | | 9/16-9/20 | 9/20 | Kamishibai Man (L9) | RI.3.5; L.3.1h; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 3 | 2 | 3.ELA.4 (Kamishi 1) |
| 6 | | 9/23-9/27 | 9/27 | Kamishibai Man Week 2 | RI.3.7; L.3.1a; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 4 | 3 | 3.ELA.5 (Kamishi 2) |
| 7 | | 9/30-10/4 | 10/4 | Narrative PT | L.3.1h; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 5 | 3ELA-Narrative Performance Task - Response to Literature Essay | |
| 8 | | 10/7-10/11 | 10/11 | Yonder Mountain (L13) | RI.3.2; L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 6 | 4 | 3.ELA.U1 (Yonder 1) |
| 9 | | 10/14-10/18 | 10/18 | Yonder Mountain Week 2 | RI.3.2; L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 7 | | 3.ELA.8 (Yonder 2) |
| 10 | | 10/21-10/25 | Principal | NWEA #1; reteach | | | | NWEA |
| 11 | | 10/28-11-1 | TBD | Two Bear Cubs (L19) | RI.3.5; L.3.2b; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 8 | | IAB LIT |
| 12 | | 11/4-11/8 | 11/8 | Two Bear Cubs Week 2 | RI.3.6; L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 9 | | 3.ELA.9 (Bears 2)* |
| END OF TRIMESTER 1 | | | | | | | | |
| 13 | | 11/11-11/15 | | Intersession Week 1 | | | | |
| 14 | | 11/18-11/22 | | Intersession Week 2 | | | | |
| | | 11/25-11/29 | | Thanksgiving Break | | | | |
| 15 | | 12/2-12/6 | 12/6 | Opinion PT | L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 10 | | 3ELA - Opinion Performance Task - Good Friends |
| 16 | | 12/9-12/13 | | Roberto Clemente (L5) | RI.3.3; L.3.1h; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 11 | 5 | 3.ELA.U2 (Clemente 1) |
| 17 | | 12/16-12/20 | | Roberto Clemente Week 2 | RI.3.3; L.3.2c; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 12 | 6 | No Assessment |
| 18 | | 12/23-12/27 | | Winter Break | | | | |
| 19 | | 12/30-1/3 | | Winter Break | | | | |
| 20 | | 1/6-1/10 | | Bat Loves the Night (L6) | RI.3.8; L.3.1a; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 13 | 7 | No Assessment |
| 21 | | 1/13-1/17 | 1/17 | Bat Loves the Night Week 2 | RI.3.7; L.3.1a; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 14 | | 3.ELA.16 (Bats 2) |
| 22 | | 1/20-1/24 | 1/24 | Informative PT | L.3.1d; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 15 | 3ELA- Informative PT - Sacagawea | |
| 23 | | 1/27-1/31 | 1/31 | Aero and Officer Mike (L14) | RI.3.6; L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 16 | | 3.ELA.U3 (Aero 1) |
| 24 | | 2/3-2/7 | 2/7 | Aero and Officer Mike Week 2 | RI.3.6; L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 17 | 8 | 3.ELA.21 (Aero 2) |
| 25 | | 2/10-2/14 | Principal | Life on the Ice (L20) | RI.3.5; L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 18 | | IAB / Info |
| 26 | | 2/17-2/21 | 2/21 | Life on the Ice Week 2 | RI.3.2; L.3.1d; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 19 | | 3.ELA.22 (Ice 2) |
| 27 | | 2/24-2/28 | Principal | NWEA #2; reteach | | | | NWEA |
| 28 | | 3/2-3/6 | 3/6 | Opinion PT | L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 20 | 3ELA-Opinion PT: Letter to Principal | |
| 29 | | 3/9-3/13 | 3/13 | Judy Moody (L16) OWAG | RI.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 21 | 9 | 3.ELA.U4 (Moody 1)* |
| END OF TRIMESTER 2 | | | | | | | | |
| 30 | | 3/16-3/20 | | SPRING INTERSESSION | | | | |
| 31 | | 3/23-3/27 | Tues-Fri. | Crescendo: RI daily data cycle | | | | 3.CRE.1 & 3.CRE.2 |
| 32 | | 3/30-4/3 | Tues-Fri. | Crescendo: RI daily data cycle | | | | 3.CRE.3 & 3.CRE.4 |
| 33 | | 4/6-4/10 | Tues-Fri. | SPRING BREAK | | | | |
| 34 | | 4/13-4/17 | Tues-Fri. | Crescendo: RL daily data cycle | | | | 3.CRE.5 & 3.CRE.6 |
| 35 | | 4/20-4/24 | Tues-Fri. | Crescendo: RL daily data cycle | | | | 3.CRE.10 & 3.CRE.11 |
| 36 | | 4/27-5/1 | Tues-Fri. | Crescendo: RL daily data cycle | | | | 3.CRE.12 & 3.CRE.13 |
| 37 | | 5/4-5/8 | 5/8 | Crescendo | | | | 3.CRE.14 & 3.CRE.15 |
| 38 | | 5/11-5/15 | Principal | ELA SBAC | | | | |
| 39 | | 5/18-5/22 | 5/22 | The Journey: Stories of Migration (L22) | RI.3.7; L.3.2; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 27 | | 3.ELA.27 (Migration 1) |

| Performance Tasks | |
|-------------------|-------------|
| 10/1-10/5 | Narrative |
| 12/3-12/7 | Opinion |
| 1/22-1/25 | Informative |
| 1/28-3/1 | Opinion |

*This Test will Appear on Trimester 2 Report Cards

| Unit Planning | |
|---------------|--------------------------------|
| Unit 1 | RL.3.2; RL.3.5; RL.3.7 |
| Unit 2 | RL.3.2; RL.3.5; RL.3.6; RI.3.2 |
| Unit 3 | RI.3.3; RI.3.7; RI.3.8 |
| Unit 4 | RI.3.2; RI.3.5; RI.3.6 |
| Unit 6 | RL.3.3; RI.3.7 |

T1: 4 Quizzes; 1 Unit Assessment; 1 PT; NWEA; IAB Lit
 T2: 3 Quizzes; 3 Unit Assessments; 3 PTs; NWEA; IAB Info
 T3: 2 Quizzes; 12 Crescendo Quizzes; SBAC

*This Test will Appear on Trimester 3 Report Cards

| | | | | | | | | | | | | |
|----|--|-----------|------|--|--|----|--|------------------------|--|--|--|--|
| 40 | | 5/25-5/29 | 5/29 | The Journey: Stories of Migration Week 2 | RI.3.7; L.3.2; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 28 | | 3.ELA.35 (Migration 2) | | | | |
| 41 | | 6/1-6/5 | | The Journey of Oliver K. Woodman (L23) | RI.3.3; L.3.2; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 29 | | No Assessment | | | | |
| 42 | | 6/8-6/12 | | Oliver K. Week 2 | RI.3.3; L.3.2; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6 | 30 | | No Assessment | | | | |
| 43 | | 6/15-6/19 | | Last Week of School | | | | | | | | |

Grade 4 Pacing Guide

| Week | Dates | Test Date | Text | Standards | Grammar, Phonics, and Spelling | Writing | Name of Test | |
|-----------------------------------|-------------|-----------|---|---|--------------------------------|---------|--|---------------------|
| 1 | 8/19-8/23 | | Culture, Procedures, Expectations | | | | | |
| 2 | 8/26-8/30 | | Culture, Procedures, Expectations | | | | | |
| 3 | 9/2-9/6 | | GRTJ | L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 1 | | No Assessment | |
| 4 | 9/9-9/13 | | Because of Winn Dixie (L1) | RI.4.3; L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 2 | 1 | No Assessment | |
| 5 | 9/16-9/20 | 9/20 | The Power of W.O.W. (L4) | RI.4.3; L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 3 | 2 | 4.ELA.4 (W.O.W. W1) | |
| 6 | 9/23-9/27 | 9/27 | The Power of W.O.W. Week 2 | RI.4.3; L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 4 | 3 | 4.ELA.5 (W.O.W. W2) | |
| 7 | 9/30-10/4 | 10/4 | Narrative PT / Grammar Lesson 5 Optional | L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 5 | | 4ELA - Narrative Performance Task - Jamestown | |
| 8 | 10/7-10/11 | 10/11 | Stormalong (L5) | RI.4.3; L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 6 | 4 | 4.ELA.U1 (Stormalong W1) | |
| 9 | 10/14-10/18 | 10/18 | Stormalong Week 2 | RI.4.3; L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 7 | | 4.ELA.8 (Stormalong W2) | |
| 10 | 10/21-10/25 | Principal | NWEA #1; reteach | | | | NWEA | |
| 11 | 10/28-11/1 | Principal | Hercules' Quest (L18) | RI.4.2 / 4.9; L.4-W.4.2; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 8 | | IAB LIT | |
| 12 | 11/4-11/8 | 11/8 | Hercules' Quest Week 2 | 4.3 / RI.4.7; L.4.1; W.4.2; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 9 | | 4.ELA.9 (Hercules W2) | |
| END OF TRIMESTER 1 / INTERSESSION | | | | | | | | |
| 13 | 11/11-11/15 | | Interession Week 1 | | | | | |
| 14 | 11/18-11/22 | | Interession Week 2 | | | | | |
| Thanksgiving Break | | | | | | | | |
| 15 | 12/2-12/6 | | Informative PT Lesson 2 | L.4.1; W.4.2; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 10 | | 4ELA- Informative Performance Task - The Roles of Spices | |
| 16 | 12/9-12/13 | 12/13 | My Brother Martin (L2) | RI.4.3; L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 11 | 5 | 4.ELA.U2 (Martin W1) | |
| 17 | 12/16-12/20 | | My Brother Martin Week 2 | RI.4.2; L.4.1; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 12 | 6 | No Assessment | |
| 18 | 12/23-12/27 | | Winter Break | | | | | |
| 19 | 12/30-1/3 | | Winter Break | | | | | |
| 20 | 1/6-1/10 | | My Librarian is a Camel (L3) | 4.5 / RI.4.7; L.4.1c; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 13 | 7 | No Assessment | |
| 21 | 1/13-1/17 | 1/17 | My Librarian is a Camel Week 2 | RI.4.5; L.4-W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 14 | | 4.ELA.16 (Camel W2) | |
| 22 | 1/20-1/24 | 1/24 | Opinion PT / Grammar Lesson 15 Optional | L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 15 | | 4ELA-Opinion PT: Speech - Coal | |
| 23 | 1/27-1/31 | 1/31 | Harvesting Hope: The Story of Cesar Chavez (L19) | RI.4.3; L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 16 | | 4.ELA.U3 (Chavez W1) | |
| 24 | 2/3-2/7 | 2/7 | Harvesting Hope: The Story of Cesar Chavez Week 2 | RI.4.3; L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 17 | 8 | 4.ELA.21 (Chavez W2) | |
| 25 | 2/10-2/14 | Principal | The Ever Living Tree (L23) | 4.8 / RI.4.7; L.4.1b; W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 18 | | IAB / Info | |
| 26 | 2/17-2/21 | 2/21 | The Ever Living Tree Week 2 | 4.8 / RI.4.7; L.4.1b; W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 19 | | 4.ELA.22 (Tree W2) | |
| 27 | 2/24-2/28 | Principal | NWEA #2 + ReTeach | | | | NWEA | |
| 28 | 3/2-3/6 | 3/6 | Narrative PT / Grammar Lesson 20 Optional | L.4-W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 20 | | 4ELA-Narrative PT - Sir Ivaine | |
| 29 | 3/9-3/13 | 3/13 | The Girl Who Loved Spiders (L26) OWAG | 4.2 / RI.4.5; L.4.1b; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 21 | 9 | 4.ELA.U4 (Spiders W1) | |
| 30 | 3/16-3/20 | | SPRING INTERSESSION | | | | | |
| 31 | 3/23-3/27 | Tues-Fri. | Crescendo: RI daily data cycle | | | | | 4.CRE.1 & 4.CRE.2 |
| 32 | 3/30-4/3 | Tues-Fri. | Crescendo: RI daily data cycle | | | | | 4.CRE.3 & 4.CRE.4 |
| 33 | 4/6-4/10 | Tues-Fri. | SPRING BREAK | | | | | |
| 34 | 4/13-4/17 | Tues-Fri. | Crescendo: RI daily data cycle | | | | | 4.CRE.5 & 4.CRE.6 |
| 35 | 4/20-4/24 | Tues-Fri. | Crescendo: RI daily data cycle | | | | | 4.CRE.10 & 4.CRE.11 |
| 36 | 4/27-5/1 | Tues-Fri. | Crescendo: RI daily data cycle | | | | | 4.CRE.12 & 4.CRE.13 |
| 37 | 5/4-5/8 | 5/8 | Crescendo | | | | | 4.CRE.14 & 4.CRE.15 |
| 38 | 5/11-5/15 | Principal | SBAC | | | | | |
| 40 | 5/18-5/22 | 5/22 | The World According to Humphrey (L21) | RI.4.2; L.4-W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 27 | | 4.ELA.27 (Humphrey W1) | |
| 41 | 5/25-5/29 | 5/29 | The World According to Humphrey Week 2 | RI.4.8; L.4.1; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 28 | | 4.ELA.35 (Humphrey W2) | |
| 42 | 6/1-6/5 | | Save the Timberwoods (L29) | RI.4.5; L.4.1; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 29 | | No Assessment | |
| 43 | 6/8-6/12 | | Save the Timberwoods Week 2 | 4.5; RI.4.8; L.4.1; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6 | 30 | | No Assessment | |
| 44 | 6/15-6/19 | | Last Week of School | | | | | |

| 6 Performance Tasks | |
|---------------------|-------------|
| 10/1-10/5 | Narrative |
| 12/3-12/7 | Informative |
| 1/22-1/25 | Opinion |
| 2/25-3/1 | Narrative |

*This Test will Appear on Trimester 2 Report Cards

Unit Planning

| Unit | Standards |
|--------|--|
| Unit 1 | RI.4.1; RI.4.2; RI.4.3; / L.4.4A |
| Unit 2 | RI.4.2; RI.4.3; RI.4.7; RI.4.9 |
| Unit 3 | RI.4.2; RI.4.3; RI.4.5; RI.4.7 |
| Unit 4 | RI.4.3; RI.4.5; RI.4.7; RI.4.8 |
| Unit 6 | RI.4.2; RI.4.5; RI.4.5; RI.4.7; RI.4.8 |

T1: 4 Quizzes; 1 Unit Assessment; 1 PT; NWEA; IAB Lit
 T2: 3 Quizzes; 3 Unit Assessments; 3 PTs; NWEA; IAB Info
 T3: 2 Quizzes; 12 Crescendo Quizzes; SBAC

*This Test will Appear on Trimester 3 Report Cards

Grade 5 Scope and Sequence 2020-21

| Date | Unit | Lesson | Description | Guiding TDQ | CCSS |
|----------|------|--------|---|--|------------|
| | | | Trimester 1-Arc 0 | | |
| 8/17/20 | | | Intersession | | |
| 8/18/20 | | | Intersession | | |
| 8/19/20 | | | First Day-Minimum Day: Culture Day 1 Lessons 1,2,3 | Etiquette, Missions, Pillars, and Routines | |
| 8/20/20 | | | Culture Day 2 Lessons 1, 2, 3 | Blueprint, Rules, Commitment to Excellence | |
| 8/21/20 | | | Asynchronous Learning Day | Moby Max | |
| 8/24/20 | | | Culture Day 3 Lesson 1, 2, 3 | Dream College, Uniform/Dress Code, Growth Mindset | |
| 8/25/20 | | | Culture Day 4 Lesson 1, 2, 3 | Kohlberg, Habits of Discussion, Dream College Part 2, Policies & Procedures | |
| 8/26/20 | 0 | 1 | Annotation Basics | | |
| 8/27/20 | 0 | 2 | GBTJ (Genre Based Thinking Job) Narrative | | |
| 8/28/20 | | | Asynchronous Learning Day | Moby Max | |
| 8/31/20 | 0 | 3 | CI (Central Idea) Narrative | | |
| 9/1/20 | 0 | 4 | GBTJ (Genre Based Thinking Job) Informational | | |
| 9/2/20 | 0 | 5 | CI (Central Idea) Informational | | |
| 9/3/20 | 0 | 6 | Writing Arguments | | |
| 9/4/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/7/20 | | | Labor Day- No School | | |
| 9/8/20 | 0 | 7 | Evidence use | | |
| 9/9/20 | 0 | 8 | Analysis | | |
| 9/10/20 | 0 | 9 | Powerful Paragraphs | | |
| 9/11/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/14/20 | 1 | 1 | Wonder, pages 1-5 (RWa) | Which of the following best describes August's personality? Explain why. HW: Wonder, pages 6-9 | RL 5.1/5.2 |
| 9/15/20 | 1 | 2 | Wonder, pages 10-18 (RWa) | Based on pages 10-18, How do August's parents feel about his going to school? HW: Wonder, pages 19-23 | RL5.2 |
| 9/16/20 | 1 | 3 | Wonder, pages 24-30 | Constrast how Jack and ulian respond to meeting August. HW: Wonder, pages 31-36 | RL 5.2/5.3 |
| 9/17/20 | 1 | 4 | Wonder, pages 37-44 (RWa) | Why is the title phrase "Lamb to Slaughter" important to this sectionof the novel? HW: Wonder, pages 45-50 | RL 5.1/5.2 |
| 9/18/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/21/20 | 1 | 5 | Wonder, pages 51-60 (RWa) | How does August feel about his first day of school? HW: Wonder, pages 61-69 | RL 5.1 |
| 9/22/20 | 1 | 6 | Wonder, pages 70-80 (RWa) | This lesson focuses mostly on literal meaning and culminates with MC and OR. HW: Reread Wonder, pp4-5,37-40, 51-53 | RL 5.1/5.2 |
| 9/23/20 | 1 | 7 | Wonder, pages 70-72 (RWb) | Based on this reading, how does August respond to the problems he faces? HW: Reread Wonder, pp63-64 & 68-69 | RL 5.1/5.2 |
| 9/24/20 | 1 | 8 | "Masks" an excerpt from Autobiography of a Face (CR) | What is the central idea of "Masks"? HW: Reread Wonder, pp 68-69 and 73-75 Explain why Halloween is important to Aug | RI 5.2 |
| 9/25/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/28/20 | 1 | 9 | "Masks" and Wonder pages 73-75 (RWb) | How are August's and Grealy's feelings toward Halloween similar? HW: Reread Wonder, pp 3, 35-36, 57-60 & 74 | RI 5.2/5.3 |
| 9/29/20 | 1 | 10 | Wonder, pages 81-87 (RWa) (see Unit Plan) | How does the quotation from David Bowie on page 81 connect to Via's experiences? HW: Wonder, pages 88-94 | RL 5.1/5.3 |
| 9/30/20 | 1 | 11 | Wonder, pages 57-60 (RWb) | How does August describe cutting off his braid? How does his pov affect how he describes this event? HW: Pages 95-99 | RL5.6 |
| 10/1/20 | 1 | 12 | Wonder, pages 95-99 (RWb) | How does Via describe August cutting off his braid? How does her point of view effect how she describes the event? HW | RL 5.6 |
| 10/2/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/5/20 | 1 | 13 | Wonder, pages 103-106 (RWb) | Based on the chapters "Genetics 101" and "The Punnett Square" how has August's condiciton affected Via? HW: pg 107-110 | RL 5.3 |
| 10/6/20 | 1 | 14 | Wonder, pages 100-110, 74-75 and 79-80 (RWb) | Contrast how Via describes Halloween morning with how August describes Halloween morning. HW: pages 111-117 | RL 5.3 |
| 10/7/20 | 1 | 15 | Wonder, pages 119-126 (RWa) | How does this part of the novel develop a theme of friendship? (See Unit Plan) HW: Wonder, pages 127-132 | RL5.2 |
| 10/8/20 | 1 | 16 | Wonder, pages 63-64 and 129-130 (RWb) | What is August looking for in a friend? HW: Reread pages 24-30, 37, 63-64, 76-78 & 132 | RL 5.3 |
| 10/9/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/12/20 | 1 | 17 | Wonder, pages 133-145 (RWa) | This lesson focuses mostly on literal meaning and culminates with a prediction question. HW: pages 144-159 | RL 5.3 |
| 10/13/20 | 1 | 18 | Wonder, pages 151-159 (RWa) | How do pages 151-159 related to pages 76-78? HW: pages 160-169 | RL 5.2 |
| 10/14/20 | 1 | 19 | Wonder, pages 170-183 (RWa) | Is being friends with August a burden for Jack? HW: pages 184-193 | RL 5.1/5.3 |
| 10/15/20 | 1 | 20 | Wonder, pages 184-193 (RWa) | See Unit Plan: What does this line reveal about the difference between Justin's family and the Pullman Family? HW: 194-204 | RL 5.3 |
| 10/16/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/19/20 | 1 | 21 | Wonder, pages 190-193 (RWb) | How do Justin's actions and thoughts develop a theme of friendship? HW: Wonder, pages 205-216 | RL 5.2 |

| | | | | | |
|----------|---|----|--|--|----------------|
| 10/20/20 | 1 | 22 | Wonder, pages 217-227 (RWa) | How does August change over the course of pages 216-227? HW: Wonder, pages 228-234 | RL 5.3 |
| 10/21/20 | 1 | 23 | Wonder, pages 235-248 (RWa) | How does this part of the novel help develop a theme of friendship in the novel? HW: Wonder, pages 250-260 | RL 5.2 |
| 10/22/20 | 1 | 24 | Wonder, pages 252, 256, 255, 259 (RWb) | How does August's character develop in this section? HW: Wonder, pages 261-275 | RL 5.3 |
| 10/23/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/26/20 | 1 | 25 | Wonder, pages 276-283 (RWa) | What lesson does August learn in this section of the novel? HW: Wonder, pages 284-293 | RL 5.2 |
| 10/27/20 | 1 | 26 | Wonder, pg 73, pg 228, pgs 289-291 (RWb) See Unit Plan | How do August's feelings about the helmet change over the course of the novel? HW: Wonder, pages 284-293 | RL 5.3 |
| 10/28/20 | 1 | 27 | Wonder, pages 298-301 (RWb) "A Simple Thing" | How does the title "A Simple Thing" relate to the central idea of Mrs. Tushman's speech? HW: Wonder, pages 305-313 | RL 5.2 |
| 10/29/20 | 1 | 28 | Wonder, pages 305-313 (RWb) | What lesson does August learn by the end of the novel? HW Reread section of Wonder for the Performance Task | RL 5.2 |
| 10/30/20 | | | Asynchronous Learning Day | Moby Max | |
| 11/2/20 | 1 | 29 | Performance Task | | RL 5.1/5.2 |
| 11/3/20 | 2 | 1 | Esperanza Rising, pages 1-12 (RWa) | Make a prediction about what is coming next in Esperanza Rising. HW: Background Mexican Revolution | RL 5.1/5.2/5.3 |
| 11/4/20 | 2 | 2 | Esperanza Rising, pages 12-18 (RWa) | What is "the river" that separates Miguel and Esperanza? HW: Esperanza Rising, pp 18-22 | RL 5.4 |
| 11/5/20 | 2 | 3 | Esperanza Rising, pages 23-33 (RWa) | What should Esperanza and her family do? (See Unit Plan) HW: Esperanza Rising, Chapter 4, pp 34-38 | RL 5.1/5.2/5.3 |
| 11/6/20 | | | Asynchronous Learning Day | Moby Max | |
| | | | END OF TRIMESTER 1 | | |
| 11/9/20 | | | Intersession | | |
| 11/10/20 | | | Intersession | | |
| 11/11/20 | | | VETERAN'S HOLIDAY | | |
| 11/12/20 | | | Intersession | | |
| 11/13/20 | | | Intersession | | |
| 11/16/20 | | | Intersession | | |
| 11/17/20 | | | Intersession | | |
| 11/18/20 | | | Intersession | | |
| 11/19/20 | | | Intersession | | |
| 11/21/20 | | | | | |
| 11/23/20 | | | Thanksgiving Break | | |
| 11/24/20 | | | Thanksgiving Break | | |
| 11/25/20 | | | Thanksgiving Break | | |
| 11/26/20 | | | Thanksgiving Break | | |
| 11/27/20 | | | Thanksgiving Break | | |
| 11/30/20 | 2 | 4 | Esperanza Rising, pages 39-53 (RWa) | See the Lesson Plan | RL 5.1/5.3/5.4 |
| 12/1/20 | 2 | 5 | Esperanza Rising, pages 58-72 (RWa) | See the Lesson Plan | RL 5.1/6.5 |
| 12/2/20 | 2 | 6 | Esperanza Rising, pages 72-80 (RWa) | What is "the river" that separates Miguel and Esperanza? | RL 5.4 |
| 12/3/20 | 2 | 7 | Esperanza Rising, pp. 85-93 (RWa) | Agree/disagree: Esperanza has become "rich" in spirit. | RL 5.1/5.2/5.3 |
| 12/4/20 | | | Asynchronous Learning Day | Moby Max | |
| 12/7/20 | 2 | 8 | Esperanza Rising, selections from pp. 93-99 and nonfiction | Did Esperanza's family make the right choice in coming to California? | RI 5.1/5.2 |
| 12/8/20 | 2 | 9 | Esperanza Rising, pages 100-116 (RWa) | Agree or Disagree: Esperanza has become "rich" in spirit. HW: Esperanza Rising, pp 116-120 | RL 6.3 |
| 12/9/20 | 2 | 10 | Esperanza Rising, pp. 121-125 (RWa) | What are two ways Esperanza has changed? Agree/Disagree: The roses represent Esperanza's past. HW: pages 125-129 | RL 5.4/6.3 |
| 12/10/20 | 2 | 11 | Esperanza Rising, pp. 129-135 (RWa) | Is Marta right that the workers are like "small, meek animals"? Why or why not? | RL 5.1 |
| 12/11/20 | | | Asynchronous Learning Day | Moby Max | |
| 12/14/20 | 2 | 12 | Esperanza Rising, pp. 139-157 (RWa) | See Lesson Plan | RL 5.3 |
| 12/15/20 | 2 | 13 | Esperanza Rising, pp. 162-172 (RWa) | Is Esperanza right to refuse to strike? Why or why not? | RL 5.1 |
| 12/16/20 | 2 | 14 | Esperanza Rising, pp. 179-198 (RWa) | Is it right to strike? | RL 5.1 |
| 12/17/20 | 2 | 15 | Esperanza Rising, pp. 199-213 (RWa) | Is it right to strike? | RL 5.1 |
| 12/18/20 | | | Asynchronous Learning Day Quiz #5 (Illuminate) | Moby Max | |
| 12/21/20 | | | Winter Break | | |
| 12/22/20 | | | Winter Break | | |
| 12/23/20 | | | Winter Break | | |
| 12/24/20 | | | Winter Break | | |
| 12/25/20 | | | Winter Break | | |

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|----------|---|----|--|--|----------------|
| 12/28/20 | | | Winter Break | | |
| 12/29/20 | | | Winter Break | | |
| 12/30/20 | | | Winter Break | | |
| 12/31/20 | | | Winter Break | | |
| 1/1/21 | | | Winter Break | | |
| 1/4/21 | 2 | 16 | Esperanza Rising, pp. 214-229 (RWa) | Who is right about America: Miguel or Esperanza?* | RL 5.1/5.3 |
| 1/5/21 | 2 | 17 | Esperanza Rising, pp. 234-247 (RWa) | See Lesson Plan | RL 5.1/5.3/5.4 |
| 1/6/21 | 2 | 18 | Socratic Circles Preparation | See Lesson Plan | |
| 1/7/21 | 2 | 19 | Socratic Circles | See Lesson Plan | |
| 1/8/21 | | | Asynchronous Learning Day (PD IA) | Moby Max | |
| 1/11/21 | 2 | 20 | Esperanza Rising Performance Task | | RL 5.1/5.2 |
| 1/12/21 | | | Interim Assessments | | |
| 1/13/21 | | | Interim Assessments | | |
| 1/14/21 | | | Flex Day: Prepare for Unit 3: Number the Stars | | |
| 1/15/21 | | | Asynchronous Learning Day | Moby Max | |
| 1/18/21 | | | Martin Luther King Holiday/No School | | |
| 1/19/21 | 3 | 1 | "Hitler in Power" & "The Path to Nazi Genocide" | Why is Denmark under German occupation in 1943? | RI 5.1 |
| 1/20/21 | 3 | 2 | Number the Stars, pp. 1-10 (RWa) | See the Lesson Plan | RL 5.1/5.2 |
| 1/22/21 | 3 | 3 | Number the Stars, Chapter 2 (RWa) | To what extent is the story of King Christian a fairy-tale for the Danes? | RI 5.1 |
| 1/23/21 | | | Asynchronous Learning Day | Moby Max | |
| 1/25/21 | 3 | 4 | Number the Stars, pp. 17-26 (RWa) | Annemarie gets less courageous as she gets older. Agree or Disagree. | RL 5.1/5.2 |
| 1/26/21 | 3 | 5 | Number the Stars, pp. 33-38 & "American Holocaust Museum: Denmark" | Why did the Johansen family take in Ellen? | RL 5.1/5.2 |
| 1/27/21 | 3 | 6 | Excerpt from Under a Cruel Star (CR) | See Lesson Plan | RI 5.3 |
| 1/28/21 | 3 | 7 | Number the Stars, pp. 43-49 (RWa) | Based on pages 43-49, what is courage? | RL 5.2/5.3 |
| 1/29/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/1/21 | 3 | 8 | Number the Stars, pp. 54-66 (RWa) | This lesson's exit ticket consists of multiple choice questions. | RL 5.1/5.2/5.4 |
| 2/2/21 | | | NWEA: DRY RUN: no curriculum today | | |
| 2/3/21 | 3 | 9 | Number the Stars, pages 74-77 (RWa) | What lesson does Uncle Henrik teach Annemarie about courage? | RL 5.2 |
| 2/4/21 | 3 | 10 | Number the Stars, pp. 82-87 (RWa) | Is Annemarie brave? | RL 5.1/5.2 |
| 2/5/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/8/21 | | | Holiday/No School | | |
| 2/9/21 | 3 | 11 | Number the Stars, pp. 93-94, 32, 37-38 (RWb) | What is Lois Lowry's message about pride in Number the Stars? | RL 5.2 |
| 2/10/21 | 3 | 12 | Number the Stars, pp. 106-119 (RWa) | What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?") | RL 5.1/5.2 |
| 2/11/21 | 3 | 13 | Number the Stars, Chapter 16 (RWa) | Based on Chapter 16, what is courage? | RL 5.2 |
| 2/12/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/15/21 | | | Holiday/No School | | |
| 2/16/21 | 3 | 14 | Number the Stars, pp. 128-137 (RWa) | What was Lois Lowry's purpose in writing Number the Stars? | RI 5.1/5.2/5.6 |
| 2/17/21 | 3 | 15 | Number the Stars Performance Task | How do these texts share a common message? | RL 5.1/5.2 |
| 2/18/21 | 4 | 1 | "A Divided Nation" (RWa) | How does the quotation from the Declaration of Independence relate to the rest of the article? | RI 5.5 |
| 2/19/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/22/21 | 4 | 2 | "Dark Days in the South" (RWb) | What are the ways that many white Southerners continued to oppress African Americans even after slavery was ended? | RI 5.1 |
| 2/23/21 | 4 | 3 | Roll of Thunder, Hear My Cry, Chapter 1 pp. 3-8 (RWa) | What do the first few pages of Roll of Thunder, Hear My Cry suggest about the Logan family? | RL 5.1 |
| 2/24/21 | 4 | 4 | Roll of Thunder, Hear My Cry, Chapter 1 pp. 12-14 (RWa) | Stacey is angry with Little Man. Agree or Disagree. | RL 5.3 |
| 2/25/21 | 4 | 5 | Roll of Thunder, Hear My Cry, Chapter 1 pp. 21-31 (RWa) | Miss Crocker is a good teacher. Agree or Disagree. | RL 5.3 |
| 2/26/21 | | | Asynchronous Learning Day | Moby Max | |
| 3/1/21 | 4 | 6 | Roll of Thunder, Hear My Cry, pp. 14-15, 37, & 39-41 (RWb) | Why is the meeting with Jeremy "awkward"? | RL 5.1/5.3 |
| 3/2/21 | | | NWEA: no curriculum today | | |
| 3/3/21 | | | NWEA: no curriculum today | | |
| 3/4/21 | | | NWEA: no curriculum today | | |
| 3/5/21 | | | Asynchronous Learning Day | Moby Max | |

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|---------|---|----|---|--|------------|
| 3/8/21 | 4 | 7 | Roll of Thunder, Hear My Cry, selections from Chapter 3 | The children's attack on the bus is justified. Agree or Disagree. | RL 5.3 |
| 3/9/21 | 4 | 8 | Roll of Thunder, Hear My Cry, Chapter 3 pp. 66-68 (RWa) | How does the author develop the mood in pages 66-68 of the novel? | RL 5.4 |
| 3/10/21 | 4 | 9 | Roll of Thunder, Hear My Cry, Chapter 4 pp. 83-88 (RWa) | How do pages 83-88 help explain why Papa says, "In this family, we don't shop at the Wallace Store"? | RL 5.1/5.3 |
| 3/11/21 | 4 | 10 | Roll of Thunder, Hear My Cry, Chapter 4 pp. 95-98 (RWa) | Mama's discipline is effective. Agree or disagree. | RL 5.3 |
| 3/12/21 | | | Asynchronous Learning Day | Moby Max | |
| | | | Trimester 2 Ends | | |
| 3/15/21 | | | Spring Intersession Week 1, Day 1 | Intersession Packet | |
| 3/16/21 | | | Spring Intersession, Week 1, Day 2 | | |
| 3/17/21 | | | Spring Intersession, Week 1, Day 3 | | |
| 3/18/21 | | | Spring Intersession, Week 1, Day 4 | | |
| 3/19/21 | | | Spring Intersession/Asynchronous Learning Day | Moby Max | |
| 3/22/21 | 4 | 11 | Roll of Thunder, Hear My Cry, Chapter 5 pp. 110-116 (RWa) | Stacey and Big Ma believe Cassie was wrong. Agree or Disagree. | RL 5.3 |
| 3/23/21 | 4 | 12 | Roll of Thunder, Hear My Cry, Chapter 6 pp. 125-130 (RWa) | See Lesson Plan | RL 5.2 |
| 3/24/21 | 4 | 13 | Roll of Thunder, Hear My Cry, Chapters 6 & 7, pp. 122-123, 138-139, and 142-144 | Uncle Hammer is wise. Agree or Disagree. | RL 5.1/5.3 |
| 3/25/21 | 4 | 14 | Roll of Thunder, Hear My Cry, pp. 147-150 | How does Mr. Morrison's story connect to the central conflict? | RL 5.5 |
| 3/26/21 | | | Friday Reteach Lesson: Week 1, Day 5 | | |
| 3/29/21 | | | Spring Break | | |
| 3/30/21 | | | Spring Break | | |
| 3/31/21 | | | Spring Break | | |
| 4/1/21 | | | Spring Break | | |
| 4/2/21 | | | Spring Break | | |
| 4/5/21 | | | School Reopening Day #1 | | |
| 4/6/21 | | | School Reopening Day #2 | | |
| 4/7/21 | | | School Reopening Day #3 | | |
| 4/8/21 | | | School Reopening Day #4 | | |
| 4/9/21 | | | | | |
| 4/12/21 | 4 | 15 | Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 | Why did the author most likely include the events on pages 157-158 and the events on 159-163? | RL 5.5 |
| 4/13/21 | 4 | 16 | Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 | Cassie follows Papa's advice. Agree or Disagree. | RL 5.3 |
| 4/14/21 | 4 | 17 | Roll of Thunder, Hear My Cry pp. 201-206 | Papa agrees with Mr. Avery's decision. Agree or Disagree. | RL 5.3 |
| 4/15/21 | 4 | 18 | Roll of Thunder, Hear My Cry pp. 222-226 | Mr. Morrison is reckless. Agree or Disagree. | RL 5.3 |
| 4/16/21 | | | Friday Reteach Lesson: Week 2, Day 1 | | |
| 4/19/21 | 4 | 19 | Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" | To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? | RI 5.9 |
| 4/20/21 | 4 | 20 | Roll of Thunder, Hear My Cry pp. 251-256 | Is Taylor's characterization of characters in this scene effective? Why or why not? | RL 5.3 |
| 4/21/21 | 4 | 21 | Roll of Thunder, Hear My Cry pp. 266-276 | Does Mildred Taylor end the novel with a feeling of hope or despair? | RL 5.4 |
| 4/22/21 | 4 | 22 | Roll of Thunder, Hear My Cry Performance Task Prep | | RL 5.2/5.3 |
| 4/23/21 | | | Friday Reteach Lesson: Week 2, Day 2 | | |
| 4/26/21 | 4 | 23 | Roll of Thunder, Hear My Cry Performance Task (Final) | | RL 5.2/5.3 |
| 4/27/21 | 4 | 24 | "The Need for Heroes" by Langston Hughes | What is Hughes' argument in "The Need for Heroes"? | RI 5.2 |
| 4/28/21 | 4 | 25 | "The Need for Heroes" by Langston Hughes | How does Hughes define a "hero" in his essay? | RI 5.2 |
| 4/29/21 | 4 | 26 | Roll of Thunder, Hear My Cry and "The Need for Heroes" | Langston Hughes would characterize Mama as a "hero". Agree or Disagree. | RI 5.9 |
| 4/30/21 | | | Friday Reteach Lesson: Week 2, Day 3 | | |
| 5/3/21 | 4 | 27 | Roll of Thunder, Hear My Cry and "The Need for Heroes" | In what ways does Papa meet Langston Hughes' criteria for being hero? | RI 5.9 |
| 5/4/21 | 5 | 1 | "The Japanese Tsunami, 2011" | How has Japan learned to deal with natural disasters, such as earthquakes and tsunamis? | RI 5.1/5.3 |
| 5/5/21 | 5 | 2 | The Japanese Tsunami" | How does the author support the claim that the eruption of Mount Tambora "changed the world"? | RI 5.1/5.3 |
| 5/6/21 | 5 | 3 | The Volcano that changed the World | What does this text suggest about the relationship between humans and nature? | RI 5.8 |
| 5/7/21 | | | Friday Reteach Lesson: Week 2, Day 4 | | |
| 5/10/21 | 5 | 4 | The Volcano that changed the World | | RI 5.8 |
| 5/11/21 | 5 | 5 | The Henryville Tornado | | RI 5.1 |
| 5/12/21 | 5 | 6 | "The Blood Red Night: The Great Pestigo Fire" | | RI 5.2 |
| 5/13/21 | 5 | 7 | The Blood Red Night: The Great Pestigo Fire" | | RI 5.2 |

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|---------|---|----|---|--|--------|
| 5/14/21 | | | Friday Reteach Lesson: Week 2, Day 5 | | |
| 5/17/21 | | | SBAC | | |
| 5/18/21 | | | | | |
| 5/19/21 | | | | | |
| 5/20/21 | | | | | |
| 5/22/21 | | | | | |
| 5/24/21 | | | SBAC | | RI 5.8 |
| 5/25/21 | | | | | RI 5.1 |
| 5/26/21 | | | | | RI 5.2 |
| 5/27/21 | | | | | RI 5.2 |
| 5/28/21 | | | | | |
| 5/31/21 | | | Memorial Day Holiday | | |
| 6/1/21 | 5 | 8 | Eyes in the Sky | | RI 5.5 |
| 6/2/21 | 5 | 9 | Explainers: Hurricanes, Cyclones and Typhoons | | RI 5.2 |
| 6/3/21 | 5 | 10 | "After the Storm" | | RI 5.3 |
| 6/4/21 | | | | | |
| 6/7/21 | 5 | 11 | "Lava on the Loose" | | RI 5.8 |
| 6/8/21 | 5 | 12 | Saved by the Selfies? | | RI 5.3 |
| 6/9/21 | 5 | 13 | "Attack of the Man-eaters" | | RI 5.2 |
| 6/10/21 | 5 | 14 | "The Lion Whisperer" | | RI 5.3 |
| 6/11/21 | | | | | |
| 6/14/21 | | | | | |
| 6/15/21 | | | | | |
| 6/16/21 | | | | | |
| 6/17/21 | | | | | |
| 6/18/21 | | | | | |

Writing Standards: Incorporated daily:

- W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6: With some guidance and support from adults, use technology, to produce and publish writing
- W.5.9: Draw evidence from literary or information texts to support analysis, reflection and research.
- W. 5.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards: Incorporated with Performance Tasks

- W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.9: Draw evidence from literary or information texts to support analysis, reflection and research.
- W. 5.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Skills: Incorporated Daily

- SL.5.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL. 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Grade 6 Scope and Sequence 2020-21

| Date | Unit | Lesson | Description | Guiding TDQ | CCSS |
|----------|------|--------|---|---|----------------|
| | | | Trimester 1 - Arc 0 | | |
| 8/17/20 | | | Intersession | | |
| 8/18/20 | | | Intersession | | |
| 8/19/20 | | | First Day - Minimum Day: Culture Day 1 Lessons 1, 2, 3 | Etiquette, Missions, Pillars, and Routines | |
| 8/20/20 | | | Culture Day 2 Lessons 1, 2, 3 | Blueprint, Rules, Commitment to Excellence | |
| 8/21/20 | | | Asynchronous Learning Day | Moby Max | |
| 8/24/20 | | | Culture Day 3 Lesson 1, 2, 3 | Dream College, Uniform/Dress Code, Growth Mindset | |
| 8/25/20 | | | Culture Day 4 Lesson 1, 2, 3 | Kohlberg, Habits of Discussion, Dream College Part 2, Policies & Procedures | |
| 8/26/20 | 0 | 1 | Annotation Basics | | |
| 8/27/20 | 0 | 2 | GBTJ (Genre Based Thinking Job) Narrative | | |
| 8/28/20 | | | Asynchronous Learning Day | Moby Max | |
| 8/31/20 | 0 | 3 | CI (Central Idea) Narrative | | |
| 9/1/20 | 0 | 4 | GBTJ (Genre Based Thinking Job) Informational | | |
| 9/2/20 | 0 | 5 | CI (Central Idea) Informational | | |
| 9/3/20 | 0 | 6 | Writing Arguments | | |
| 9/4/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/7/20 | | | Labor Day - No School | | |
| 9/8/20 | 0 | 7 | Evidence use | | |
| 9/9/20 | 0 | 8 | Analysis | | |
| 9/10/20 | 0 | 9 | Powerful Paragraphs | | |
| 9/11/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/14/20 | 1 | 1 | "Who Rules Your School? (RWa) | According to the article, what are the causes and effects of teenage cliques? HW: Anticipation guide | RI 6.1 |
| 9/15/20 | 1 | 2 | "Those Who Don't by Sandra Cisneros (CR) | What is the theme of "Those Who Don't"? HW: See the Unit Guide | RL 6.2 |
| 9/16/20 | 1 | 3 | The Outsiders, pages 1-9 (RWa) | Which of the following traits best describes Ponyboy? (See Unit Guide) HW: Outsiders, pp. 9-13 | RL 6.1 |
| 9/17/20 | 1 | 4 | The Outsiders, pages 1-13 (RWb) | Is Ponyboy a typical Greaser? HW: Outsiders, pp. 14-18 | RL 6.1/6.2/6.3 |
| 9/18/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/21/20 | 1 | 5 | The Outsiders, pages 13-18 (RWb) | Is Darry protective or resentful of Ponyboy? HW: Outsiders, PP 19-23 | RL 6.1/6.2/6.3 |
| 9/22/20 | 1 | 6 | The Outsiders, pages 24-31 (RWa) | What can you infer about what the Greasers value and why? HW: Outsiders, pp 31-41 | RL 6.1/6.2/6.3 |
| 9/23/20 | 1 | 7 | The Outsiders, pp. 31-34 (RWb) | Explain how the flashback on pages 31-34 develops the central conflict of the novel. HW: Outsiders, pp. 41-52 | RL 6.2 |
| 9/24/20 | 1 | 8 | The Outsiders, pp. 34-47 (RWb) | Does Ponyboy see the Greasers and Socs as more similar or more different? HW: Outsiders, pp .53-67 | RL 6.1/6.3 |
| 9/25/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/28/20 | 1 | 9 | The Outsiders, pp. 56-57 (RWb) | Does SE Hinton effectively characterize Johnny on pgs 56-58? HW: Read "the Robber's Cave Experiment) | RL 6.2/6.3 |
| 9/29/20 | 1 | 10 | "The Robbers Cave Experiment" & The Outsiders (RWb) | How does the Robber's Cave Study help explain why Johnny was jumped? HW: Outsiders, pp 68-79 | RI 6.1/6.2 |
| 9/30/20 | 1 | 11 | The Outsiders, pp. 76-78 & "Nothing Gold Can Stay" (CR) | (See the Unit Guide for TDQ) HW: Outsiders, pp. 80-90 | RL 6.2/6.4 |
| 10/1/20 | 1 | 12 | The Outsiders, various excerpts (RWb) | How does the interaction between Johnny and Dally develop a theme of the novel? HW: Outsiders pp. 90-99 | RL 6.2/6.3/6.4 |
| 10/2/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/5/20 | 1 | 13 | The Outsiders, pp. 97-99 (RWb) | How does the relationship between Johnny and Darry support a theme in the novel? HW: Outsiders, pp 100-110 | RL 6.2/6.3 |
| 10/6/20 | 1 | 14 | The Outsiders, pp. 110-118 (RWa) | How does the conversation between Randy and Ponyboy contribute to a larger theme(See Unit Guide) | RL 6.2/6.3 |
| 10/7/20 | 1 | 15 | The Outsiders, pp. 119-130 (RWb) | How does Hinton's characterization of Johnny and Dally contribute to the theme in the novel? | RL 6.2/6.3 |
| 10/8/20 | 1 | 16 | The Outsiders, pp. 131-137 (RWb) | Does Ponyboy want to fight in the rumble? HW: Outsiders, pp. 138-145 | RL 6.2/6.3/6.4 |
| 10/9/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/12/20 | 1 | 17 | The Outsiders, pp. 142-143 (RWb) | How does the scene between Paul and Darry develop a theme of the novel? HW: Outsiders, pp. 145-149 | RL 6.2/6.3 |
| 10/13/20 | 1 | 18 | The Outsiders, pp. 150-155 (RWa) | How does Dally's death contribute to the author's message on violence? HW: Outsiders, pp. 155-156 | RL 6.2/6.3 |
| 10/14/20 | 1 | 19 | The Outsiders, pp. 161-166 (RWb) | What is the significance of Ponyboy finding Bob's picture in the yearbook? HW: Outsiders, pp. 167-172 | RL 6.2/6.3 |
| 10/15/20 | 1 | 20 | The Outsiders, pp. 165-166, 169, 170-171 (RWb) | How do Ponyboy's actions reveal about the process of grieving? HW: Outsiders, pp. 172-180 | RL 6.2/6.3 |
| 10/16/20 | | | Asynchronous Learning Day Quiz #3 (Illuminate) | Moby Max | |

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|----------|---|----|--|---|----------------|
| 10/19/20 | 1 | 21 | The Outsiders, pp. 178-180 (RWb) | How do the last pages of The Outsiders contribute to the theme of the novel? HW: Reread the author's letter | RL 6.2/6.3 |
| 10/20/20 | 1 | 22 | Performance Task Day #1 | HW: Read "The Outsiders Lives On" | RL 6.2/6.3 |
| 10/21/20 | 1 | 23 | Performance Task Day #2 | HW: Reflection on the novel studey | RL 6.2/6.3 |
| 10/22/20 | | | Flex Day: Preparation for Unit 2: Claudette Colvin | | RL 6.2/6.3 |
| 10/23/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/26/20 | 2 | 1 | Eyes on the Prize; Excerpts from Roll of Thunder (RWa) | What struggles did African Americans face during the pre-Civil Rights era of Jim Crow? | RL/RI 6.1 |
| 10/27/20 | 2 | 2 | Eyes on the Prize, excerpts (RWa w/video) | How did people fight for change during the Civil Rights Era? HW: NF articles on Rosa Parks... (See Guide) | RI T.1/6.2 |
| 10/28/20 | 2 | 3 | Eyes on the Prize, excerpts (RWa w/video) | How did people fight for change during the Civil Rights Era? HW: NF articles on Ruby Bridges... (See Guide) | RI 6.1/6.2 |
| 10/29/20 | 2 | 4 | Many Rivers to Cross, excerpt from Part 5 (RWa w/video) | How did people fight for change during the Civil Rights Era? HW: See the lesson plan | RI 6.1/6.2 |
| 10/30/20 | | | Asynchronous Learning Day | Moby Max | |
| 11/2/20 | 2 | 5 | Claudette Colvin, pp. 3-9 (RWa) | See Lesson Plan | RI 6.1/6.2/6.3 |
| 11/3/20 | 2 | 6 | Claudette Colvin, pp. 8-9 (RWb) | Why does Hoose include paragraph 1-5 on pages 8-9? HW: Claudette Colvin, pp. 10-15 | RI 6.5 |
| 11/4/20 | 2 | 7 | Claudette Colvin: Twice Toward Justice (pp. 8-9, 12) (RWb) | Why does Hoose include Claudette's perspective on page 12 and page 17? (Day 1) HW: Claudette Colvin, pp. 15-19 | RI 6.6 |
| 11/5/20 | 2 | 8 | Claudette Colvin, page 17 (RWb) | Why does Hoose include Claudette's perspective on page 12 and page 17? (Day 2) HW: Claudette Colvin, pp. 20-26 | RI 6.6 |
| 11/6/20 | | | Asynchronous Learning Day | Moby Max | |
| | | | END OF TRIMESTER 1 | | |
| 11/9/20 | | | Intersession | | |
| 11/10/20 | | | Intersession | | |
| 11/11/20 | | | VETERAN'S HOLIDAY | | |
| 11/12/20 | | | Intersession | | |
| 11/13/20 | | | Intersession | | |
| 11/16/20 | | | Intersession | | |
| 11/17/20 | | | Intersession | | |
| 11/18/20 | | | Intersession | | |
| 11/19/20 | | | Intersession | | |
| 11/21/20 | | | | | |
| 11/23/20 | | | Thanksgiving Break | | |
| 11/24/20 | | | Thanksgiving Break | | |
| 11/25/20 | | | Thanksgiving Break | | |
| 11/26/20 | | | Thanksgiving Break | | |
| 11/27/20 | | | Thanksgiving Break | | |
| 11/30/20 | 2 | 9 | Claudette Colvin, pp. 23-26 (RWa) | Hoose believes Jeremiah Reeves was guilty. Agree or Disagree HW: Claudette Colvin, pp. 26-29 | RI 6.6 |
| 12/1/20 | 2 | 10 | Claudette Colvin, pp. 31-32 (RWb) | Scholars will answer multiple choice questions instead of an OR prompt. HW: Claudette Colvin, pp 30-37 | RI 6.1/6.3 |
| 12/2/20 | 2 | 11 | Claudette Colvin: Twice Toward Justice (pp. 33-36) (RWb) | Claudette's protest was nonviolent. Agree or Disagree (Day 1) HW: Claudette Colvin, pp. 38-46 | RI 6.1/6.3 |
| 12/3/20 | 2 | 12 | Claudette Colvin: Twice Toward Justice (pp. 33-36) MLK Jr.'s Principles of Nonviolence (RWb) | Claudette's protest was nonviolent. Agree or Disagree HW: Claudette Colvin, pp. 46-49 | RI 6.1/6.3 |
| 12/4/20 | | | Asynchronous Learning Day | Moby Max | |
| 12/7/20 | 2 | 13 | Claudette Colvin, pp. 51-54 (RWa) | The African-American community did not care about Claudette. Agree or Disagree | RI 6.1 |
| 12/8/20 | 2 | 14 | Claudette Colvin: Twice Toward Justice, pp. 64-65 (RWb) | How do pages 64-65 contribute to the central idea of the book? (Day 1) HW: Claudette Colvin, pp. 67-77 | RI 6.5 |
| 12/9/20 | 2 | 15 | Claudette Colvin: Twice Toward Justice, pp. 64-65 and Barack Obama's speech on Rosa Parks | How do pages 64-65 contribute to the central idea of the book? (Day 2) HW: Claudette Colvin, pp. 73-81 | RI 6.5 |
| 12/10/20 | 2 | 16 | Claudette Colvin: Twice Toward Justice (pp. 37, 60-61, 63-65) | How does the author support the claim that Claudette inspired the Montgomery Bus Boycott? (Day 1) | RI 6.8 |
| 12/11/20 | | | Asynchronous Learning Day | Moby Max | |
| 12/14/20 | 2 | 17 | Claudette Colvin: Twice Toward Justice (pp. 39, 42, and 63) (RWb) | How does the author support the claim that Claudette inspired the Montgomery Bus Boycott? (Day 2) | RI 6.8 |
| 12/15/20 | 2 | 18 | Claudette Colvin: (pp. 106-109 & 117, 119) & Montgomery Bus Boycott | See Lesson Plan | RI 6.9 |
| 12/16/20 | 2 | 19 | Claudette Colvin: Twice Toward Justice (various sections) | How does Hoose support the claim that Claudette played a central role in destroying racial segregation? (Day 2) | RI 6.8 |
| 12/17/20 | 2 | 20 | Socratic Circles Preparation | | RI 6.2 |
| 12/18/20 | | | Asynchronous Learning Day | Moby Max | |
| 12/21/20 | | | Winter Break | | |
| 12/22/20 | | | Winter Break | | |

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|----------|---|----|---|---|--|----------------|
| 12/23/20 | | | Winter Break | | | |
| 12/24/20 | | | Winter Break | | | |
| 12/25/20 | | | Winter Break | | | |
| 12/28/20 | | | Winter Break | | | |
| 12/29/20 | | | Winter Break | | | |
| 12/30/20 | | | Winter Break | | | |
| 12/31/20 | | | Winter Break | | | |
| 1/1/21 | | | Winter Break | | | |
| 1/4/21 | 2 | 21 | Socratic Circles | What does Phillip Hoose mean when he calls Claudette "the girl who changed history"? | | RI 6.2 |
| 1/5/21 | 2 | 22 | "I Have a Dream" by MLK Jr. | How does Martin Luther King, Jr. communicate his central idea in the speech "I Have a Dream"? | | RL 6.1 |
| 1/6/21 | 2 | 23 | "I Have a Dream" by MLK Jr. | How does Martin Luther King, Jr. communicate his central idea in the speech "I Have a Dream"? | | RL 6.2 |
| 1/7/21 | | | Flex Day: Prepare for Unit 3: The Giver | | | |
| 1/8/21 | | | Asynchronous Learning Day (PD IA) | Moby Max | | |
| 1/11/21 | 3 | 1 | The Giver, Chapter 1, pp.1-6 (RWa) | What does Jonas' community value? | | RL 6.2 |
| 1/12/21 | | | Interim Assessments | | | |
| 1/13/21 | | | Interim Assessments | | | |
| 1/14/21 | 3 | 2 | The Giver, Chapter 1 selections (RWb) | The kids believe in the rules. Agree or Disagree. | | RL 6.3 |
| 1/15/21 | | | Asynchronous Learning Day | Moby Max | | |
| 1/18/21 | | | Martin Luther King Holiday/No School | | | |
| 1/19/21 | 3 | 3 | The Giver, Chapter 2 selections (RWb) | Jonas is relieved that the Elders choose the Assignments. Agree or Disagree. | | RL 6.3 |
| 1/20/21 | 3 | 4 | The Giver, Chapter 3 selections (RWb) | What does Jonas' Community value? | | RL 6.1 |
| 1/22/21 | 3 | 5 | The Giver, Chapter 4 selections (RWb) | The Community values the Old. Agree or Disagree. | | RL 6.1/6.6 |
| 1/23/21 | | | Asynchronous Learning Day | Moby Max | | |
| 1/25/21 | 3 | 6 | The Giver, Chapter 5 selections (RWb) | Jonas is thankful to be rid of the stirrings. Agree or Disagree. | | RL 6.3 |
| 1/26/21 | 3 | 7 | The Giver, Chapter 6 selections (RWb) | What is the purpose of the Ceremony of Loss and the Murrmur-of-Replacement Ceremony? | | RL 6.3 |
| 1/27/21 | 3 | 8 | The Giver, Chapter 7 selections (RWb) | The Community respects Asher. Agree or Disagree. | | RL 6.3 |
| 1/28/21 | 3 | 9 | The Giver, Chapter 8 selections (RWb) | | | RL 6.3 |
| 1/29/21 | | | Asynchronous Learning Day | Moby Max | | |
| 2/1/21 | 3 | 10 | The Giver, Chapter 10 (RWb) | What does Chapter 10 suggest about the significance of memories? | | RL 6.2 |
| 2/2/21 | | | NWEA: DRY RUN: no curriculum today | | | |
| 2/3/21 | 3 | 11 | The Giver, Chapter 11 selections (RWb) | Sameness improved the Community. Agree or Disagree. | | RL 6.3 |
| 2/4/21 | 3 | 12 | The Giver, Chapter 12 selections & Colorblindness article | Sameness has made the Community better. Agree or Disagree. | | RL 6.3 |
| 2/5/21 | | | Asynchronous Learning Day | Moby Max | | |
| 2/8/21 | | | Holiday/No School | | | |
| 2/9/21 | 3 | 13 | The Giver, Chapter 13 selections (RWb) | Jonas enjoys his special privileges. Agree or Disagree. | | RL 6.3 |
| 2/10/21 | 3 | 14 | The Giver, selections from pages 128-143 (RWb) | The Community respects the Giver. Agree or Disagree. | | RL 6.1/6.6 |
| 2/11/21 | 3 | 15 | The Giver, pages 149-152 (RWb) | The Giver should have waited to give Jonas the memory of war. Agree or Disagree. | | RL 6.1 |
| 2/12/21 | | | Asynchronous Learning Day | Moby Max | | |
| 2/15/21 | | | Holiday/No School | | | |
| 2/16/21 | 3 | 16 | The Giver, pp. 155-159 & 163-170 (RWb & RWa) | Jonas believes Sameness made the Community better. Agree or Disagree. | | RL 6.1/6.3/6.6 |
| 2/17/21 | 3 | 17 | The Giver, selections from pages 170-181 (RWb) | Rosemary was selfish. Agree or Disagree. | | RL 6.1/6.3 |
| 2/18/21 | 3 | 18 | The Giver, pp. 182-193 (RWb) | Jonas' father is cruel. Agree or Disagree. | | RL 6.1/6.3 |
| 2/19/21 | | | Asynchronous Learning Day | Moby Max | | |
| 2/22/21 | 3 | 19 | The Giver, pp. 194-203 (RWb) | Jonas' decision to leave the Community was unfair. Agree or Disagree. | | RL 6.1/6.3 |
| 2/23/21 | 3 | 20 | The Giver, pp. 190-192 & 206-207 (RWb) | The Community is cruel. Agree or Disagree. | | RL 6.1 |
| 2/24/21 | 3 | 21 | The Giver, pp. 210-218 (RWb) | Jonas should have left Gabriel. Agree or Disagree. | | RL 6.1/6.3 |
| 2/25/21 | 3 | 22 | The Giver, pp. 219-225 & "Hypothermia: Deadly Cold" | Jonas and Gabriel find Elsewhere. Agree or Disagree. | | RL 6.1 |
| 2/26/21 | | | Asynchronous Learning Day | Moby Max | | |

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|---------|---|----|---|--|------------|
| 3/1/21 | 3 | 23 | The Giver, Performance Task | See Lesson Plan | RL 6.1/6.2 |
| 3/2/21 | | | NWEA: no curriculum today | | |
| 3/3/21 | | | NWEA: no curriculum today | | |
| 3/4/21 | | | NWEA: no curriculum today | | |
| 3/5/21 | | | Asynchronous Learning Day | Moby Max | |
| 3/8/21 | 4 | 1 | Shipwreck: "Just Imagine" and "The Heroic Age of Exploration" | Why did polar explorations fail? | RI 6.2 |
| 3/9/21 | 4 | 2 | Shipwreck: "Just Imagine" and "The Heroic Age of Exploration" | Why did polar explorations fail? | RI 6.2 |
| 3/10/21 | 4 | 3 | Amundsen's Journal: "The South Pole" | How does Amundsen emphasize the significance of flag planting? | RI 6.3 |
| 3/11/21 | 4 | 4 | "The Last March" from Scott's Last Expedition | What do Scott's entries reveal about his relationship with his men? | RI 6.2 |
| 3/12/21 | | | Asynchronous Learning Day | Moby Max | |
| | | | Trimester 2 Ends | | |
| 3/15/21 | | | Spring Intersession Week 1, Day 1 | Intersession Packet | |
| 3/16/21 | | | Spring Intersession, Week 1, Day 2 | | |
| 3/17/21 | | | Spring Intersession, Week 1, Day 3 | | |
| 3/18/21 | | | Spring Intersession, Week 1, Day 4 | | |
| 3/19/21 | | | Spring Intersession/Asynchronous Learning Day | Moby Max | |
| 3/22/21 | 4 | 5 | Shipwreck: "The Imperial Trans-Antarctic Expedition" (RWb) | What motivated Shackleton to launch the Imperial Trans-Antarctic Expedition? | RI 6.2 |
| 3/23/21 | 4 | 6 | Shipwreck: "The Growlers" | Based on Chapter 3, what made Shackleton a strong leader? | RI 6.2 |
| 3/24/21 | 4 | 7 | "Fist of the Antarctic" | How does the author emphasize the challenge that the ice presented The Endurance? | RI 6.3 |
| 3/25/21 | 4 | 8 | "Winter on the Pack" | How does the author support the claim that the crew of the Endurance made "the best of it" during the Winer? | RI 6.3 |
| 3/26/21 | | | Friday Reteach Lesson: Week 1, Day 5 | | |
| 3/29/21 | | | Spring Break | | |
| 3/30/21 | | | Spring Break | | |
| 3/31/21 | | | Spring Break | | |
| 4/1/21 | | | Spring Break | | |
| 4/2/21 | | | Spring Break | | |
| 4/5/21 | | | School Reopening Day #1 | | |
| 4/6/21 | | | School Reopening Day #2 | | |
| 4/7/21 | | | School Reopening Day #3 | | |
| 4/8/21 | | | School Reopening Day #4 | | |
| 4/9/21 | | | | | |
| 4/12/21 | 4 | 9 | "Pressure" | | RI 6.3 |
| 4/13/21 | 4 | 10 | Endurance Chapter 1 | | RI 6.3 |
| 4/14/21 | 4 | 11 | "The Face of the Deep is Frozen" | | RI 6.3 |
| 4/15/21 | 4 | 12 | "Ocean Camp" | | RI 6.3 |
| 4/16/21 | | | Friday Reteach Lesson: Week 2, Day 1 | | |
| 4/19/21 | 4 | 13 | "Mutiny and Patience, Patience, Patience" | | RI 6.3 |
| 4/20/21 | 4 | 14 | Shipwreck at the Bottom of the World, pg. 69-70 | | RI 6.2 |
| 4/21/21 | 4 | 15 | Shipwreck: Mid Unit Performance Task | | RI 6.1/6.2 |
| 4/22/21 | 4 | 16 | "Into the Boats" and Endurance, p172-174 | | RI 6.9 |
| 4/23/21 | | | Friday Reteach Lesson: Week 2, Day 2 | | |
| 4/26/21 | 4 | 17 | Excerpt from the Ice and Shackleton's Stowaway, p172-174 | | RI 6.3/6.9 |
| 4/27/21 | 4 | 18 | Passage to Elephant Island | | RI 6.3 |
| 4/28/21 | 4 | 19 | Passage to Elephant Island, Pg 85-89 RWb | | RI 6.3 |
| 4/29/21 | 4 | 20 | Shipwreck pp. 100-101 & Endurance pp. 301-302 | | RI 6.3 |
| 4/30/21 | | | Friday Reteach Lesson: Week 2, Day 3 | | |
| 5/3/21 | 4 | 21 | Shipwreck pp. 100-101 & Shackleton's Stowaway pp. 218-220 and pp. 225-226 | | RI 6.9 |
| 5/4/21 | 4 | 22 | "The End of the Open Boat Journey" | | RI 6.3 |

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|---------|---|----|---|--|-------------------|
| 5/5/21 | 4 | 23 | Shipwreck pages 103-104 and Endurance pages 315-316 | | RI 6.9 |
| 5/6/21 | 4 | 24 | Shipwreck pp. 106-117 | | RI 6.3 |
| 5/7/21 | | | Friday Reteach Lesson: Week 2, Day 4 | | |
| 5/10/21 | 4 | 25 | "Camp Wild" and Shackleton's Stowaway pages 249-251 | | RI 6.9 |
| 5/11/21 | 4 | 26 | Shipwreck pages 123-126 and Endurance pages 352-353 | | RI 6.9 |
| 5/12/21 | 4 | 27 | Shipwreck Final Performance Task | | RI 6.3/6.9 |
| 5/13/21 | | | Flex Day: Prepare for Unit 5: | | |
| 5/14/21 | | | Friday Reteach Lesson: Week 2, Day 5 | | |
| 5/17/21 | | | SBAC | | |
| 5/18/21 | | | | | |
| 5/19/21 | | | | | |
| 5/20/21 | | | | | |
| 5/22/21 | | | | | |
| 5/24/21 | | | SBAC | | |
| 5/25/21 | | | | | |
| 5/26/21 | | | | | |
| 5/27/21 | | | | | |
| 5/28/21 | | | | | |
| 5/31/21 | | | Memorial Day Holiday | | |
| 6/1/21 | 5 | 1 | Excerpts from Book 1 of the Odyssey & "Homer's World" | | RL/RI 6.1; RL 6.2 |
| 6/2/21 | 5 | 2 | The Odyssey: Excerpt from Book 5 | | RL 6.1/7.3 |
| 6/3/21 | 5 | 3 | The Odyssey: Excerpt from Book 6 | | RL 6.1/6.3 |
| 6/4/21 | | | | | |
| 5/31/21 | 5 | 4 | The Odyssey: Excerpt from Book 9 | | RL 6.3 |
| 6/1/21 | 5 | 5 | The Odyssey: Excerpt from Book 9, lines 216-335 | | RL 6.1/6.2 |
| 6/2/21 | 5 | 6 | The Odyssey: Excerpt from Book 9, lines 360-473 | | RL 6.1/6.3 |
| 6/3/21 | 5 | 7 | The Odyssey: Excerpt from Book 9, lines 474-566 | | RL 6.3 |
| 6/4/21 | | | | | |
| 6/7/21 | 5 | 8 | Excerpt from Book 12 of the Odyssey, lines 32-146 | | RL 6.2 |
| 6/8/21 | 5 | 9 | Excerpt from Book 12 of the Odyssey, lines 147-208 | | RL 6.4 |
| 6/9/21 | 5 | 10 | Excerpt from Book 12 of the Odyssey, lines 208-259 | | RL 6.4/6.5 |
| 6/10/21 | 5 | 11 | Excerpt from Book 13 of the Odyssey, lines 363-440 | | RL 6.1/6.2 |
| 6/11/21 | | | | | |
| 6/14/21 | 5 | 12 | | | |
| 6/15/21 | 5 | 13 | | | |
| 6/16/21 | 5 | 14 | | | |
| 6/17/21 | 5 | 15 | | | |
| 6/18/21 | | | | | |

Writing Standards: Incorporated daily:

W.6.1: Write arguments to support claims with clear reasons and relevant evidence

W.6.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.6.5: With some guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6: Use technology, to produce and publish writing as well as to interact and collaborate with others...

W.6.9: Draw evidence from literary or information texts to support analysis, reflection and research.

W.6.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards: Incorporated with Performance Tasks

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.6.5: With some guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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| W.6.9: Draw evidence from literary or information texts to support analysis, reflection and research. | | |
| W.6.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | | |
| Speaking and Listening Skills: Incorporated Daily | | |
| SL.6.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. | | |
| SL.6.2: Interpret information presented in diverse media and formats, including visually, quantitatively, and orally and explain how it contributes to a topic, text, or issue under study. | | |
| SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | | |
| SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | |
| SL. 6.6: Adapt speech to a variety of contexts and tasks, using formal English when indicated or appropriate. | | |

Grade 7 Scope and Sequence 2020-21

| Date | Unit | Lesson | Description | Guiding TDQ | CCSS |
|----------|------|--------|--|--|------------|
| | | | Trimester 1 - Arc 0 | | |
| 8/17/20 | | | Intersession | | |
| 8/18/20 | | | Intersession | | |
| 8/19/20 | | | First Day–Minimum Day: Culture Day 1 Lessons 1,2,3 | Etiquette, Missions, Pillars, and Routines | |
| 8/20/20 | | | Culture Day 2 Lessons 1, 2, 3 | Blueprint, Rules, Commitment to Excellence | |
| 8/21/20 | | | Asynchronous Learning Day | Moby Max | |
| 8/24/20 | | | Culture Day 3 Lesson 1, 2, 3 | Dream College, Uniform/Dress Code, Growth Mindset | |
| 8/25/20 | | | Culture Day 4 Lesson 1, 2, 3 | Kohlberg, Habits of Discussion, Dream College Part 2, Policies & Procedures | |
| 8/26/20 | 0 | 1 | Annotation Basics | | |
| 8/27/20 | 0 | 2 | GBTJ (Genre Based Thinking Job) Narrative | | |
| 8/28/20 | | | Asynchronous Learning Day | Moby Max | |
| 8/31/20 | 0 | 3 | CI (Central Idea) Narrative | | |
| 9/1/20 | 0 | 4 | GBTJ (Genre Based Thinking Job) Informational | | |
| 9/2/20 | 0 | 5 | CI (Central Idea) Informational | | |
| 9/3/20 | 0 | 6 | Writing Arguments | | |
| 9/4/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/7/20 | | | Labor Day- No School | | |
| 9/8/20 | 0 | 7 | Evidence use | | |
| 9/9/20 | 0 | 8 | Analysis | | |
| 9/10/20 | 0 | 9 | Powerful Paragraphs | | |
| 9/11/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/14/20 | 1 | 1 | Fahrenheit 451 Gaiman's Introduction pp. xi-xiv (RWa) | According to Neil Gaiman, what is the purpose of speculative fiction? HW: "The Fun they Had" by Isaac Asimov | RI 7.2 |
| 9/15/20 | 1 | 2 | "The Fun They Had" by Isaac Asimov (RWb) | How is the story "The Fun They Had" an example of speculative fiction? HW: "The Pedestrian" by Ray Bradbury | RL 7.2 |
| 9/16/20 | 1 | 3 | "The Pedestrian" by Ray Bradbury (RWb) | How is the story "The Pedestrian" an example of speculative fiction? HW: Finish Gaiman's introduction (pp. xiv-xvi) | RL 7.2 |
| 9/17/20 | 1 | 4 | Fahrenheit 451, pp. 1-2 (CR) | How does Bradbury characterize Montag in pages 1-2 | RL 7.3 |
| 9/18/20 | | | Asynchronous Learning Day Quiz #1 (Illuminate) | Moby Max | |
| 9/21/20 | 1 | 5 | Fahrenheit 451, p2-7 | What is Clarisse's impact on Montag? HW: Fahrenheit 451, pp. 8-15 | RL 7.3/7.6 |
| 9/22/20 | 1 | 6 | Fahrenheit 451, 8-15 | What do the events on pages 12-13 reveal about the society in F451? Hw: Fahrenheit 451, pp. 15-21 | RL 7.2 |
| 9/23/20 | 1 | 7 | Fahrenheit 451, 21-25 | Scholars will answer a series of multiple choice questions to test comprehension. HW: "Why Your Local Police Force?" | RL 7.3/7.6 |
| 9/24/20 | 1 | 8 | Fahrenheit 451, p21-25 | The Mechanical Hound is dangerous to humans. Agree or Disagree HW: Fahrenheit 451, pp. 25-28 | RL 7.2 |
| 9/25/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/28/20 | 1 | 9 | Fahrenheit 451, pages 25-28 (RWb) | According to Clarisse, what is the biggest problem with life as it is in Fahrenheit 451? HW: Fahrenheit 451, pp. 29-39 | RL 7.2 |
| 9/29/20 | 1 | 10 | Fahrenheit 451, p 1-2, 334-37 (RWb) | What do books represent in Fahrenheit 451? HW: Fahrenheit 451, pp. 39-45 | RL 7.2 |
| 9/30/20 | 1 | 11 | Fahrenheit 451, pages 1-3, 30, 34 (RWb) | What do colors represent in Fahrenheit 451? HW: Fahrenheit 451, pp. 45-50 | RL 7.2 |
| 10/1/20 | 1 | 12 | Mid Unit Performance Task | What does the police car in "The Pedestrian" represent? | RL 7.1/7.2 |
| 10/2/20 | | | Asynchronous Learning Day Quiz #2 (Illuminate) | Moby Max | |
| 10/5/20 | 1 | 13 | Fahrenheit 451, pages 39-50 (RWb) | (See the Unit Guide) HW: Fahrenheit 451, pp. 50-65 | RL 7.2/7.3 |
| 10/6/20 | 1 | 14 | Fahrenheit 451, pp. 17-18, 21, 24, 26-27, 28 (See Guide) (RWb) | (See the Unit Guide) HW: Fahrenheit 451, pp. 67-71 | RL 7.2 |
| 10/7/20 | 1 | 15 | Fahrenheit 451, pp. 67-71 and Allegory of the Cave (RWb) | How does Plato's cave allegory relate to Fahrenheit 451? HW: Fahrenheit 451, pp. 71-76 | RL 7.2 |
| 10/8/20 | 1 | 16 | Fahrenheit 451, pp. 67-79, 12, 23-24, 27-28 & 16-18 (RWb) | What is Bradbury's commentary on technology? HW: Fahrenheit 451, pp. 76-83 | RL 7.2 |
| 10/9/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/12/20 | 1 | 17 | Fahrenheit 451, pages 78-83 (RWb) | What is Faber's argument about books? HW: Fahrenheit 451, pp. 81-89 | RL 7.2 |
| 10/13/20 | 1 | 18 | Fahrenheit 451, pp. 89-98 (RWa) | Scholars will answer literal questions and will make a prediction about the events to come. HW: Reread Fahrenheit 451 p96-97 and Dover Beach | RL 7.6 |
| 10/14/20 | 1 | 19 | Fahrenheit 451, pp 89-98 & "Dover Beach" | How does Matthew Arnold's poem "Dover Beach" relate to the world of Fahrenheit 451? HW: Fahrenheit 451, pp. 99-111 | RL 7.2 |
| 10/15/20 | 1 | 20 | Fahrenheit 451, pp. 109-111 (RWb) | Have Montag's feelings about fire changed? HW: Fahrenheit 451, pp. 111-119 | RL 7.2 |
| 10/16/20 | | | Asynchronous Learning Day Quiz #3 (Illuminate) | Moby Max | |
| 10/19/20 | 1 | 21 | Fahrenheit 451, pages 111-119 (RWb) | How does Beatty's death develop a theme of the novel? HW: "The Fall of Icarus" | RL 7.2/7.3 |
| 10/20/20 | 1 | 22 | "The Fall of Icarus" (RWb) | How does the myth of Icarus relate to the characters and events in Fahrenheit 451? HW: Fahrenheit 451, p. 119-123 | RL 7.2 |
| 10/21/20 | 1 | 23 | Fahrenheit 451, pp. 124-130 (RWa) | Scholars will answer a series of multiple choice questions to test comprehension. HW: Fahrenheit 451, pp. 130-148 | RL 7.2 |
| 10/22/20 | 1 | 24 | Fahrenheit 451, pp. 138-148 (RWb) | In what ways do the actions of Granger and his community exemplify the meaning of the quotation "if they give you ruled paper, write the other way"? | RL 7.2 |
| 10/23/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/26/20 | 1 | 25 | Fahrenheit 451, pages 148-158 (RWb) | How does Granger's anecdote about his grandfather contribute a theme to the novel Fahrenheit 451? HW: Legacy Narrative | RL 7.2 |
| 10/27/20 | 1 | 26 | Fahrenheit 451, pp. 156-158 & excerpt from Ecclesiastes (RWb) | Select one line from the poem that you feel connect most to Montag's journey (See Guide) HW: Legacy Narrative Assignment | RL 7.2 |

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| 10/28/20 | 1 | 27 | PT Reading Day Fahrenheit 451, selections | How is Fahrenheit 451 an example of speculative fiction? | HW: Unit reflection | RL 7.2 |
| 10/29/20 | 1 | 28 | Performance Task | How is Fahrenheit 451 an example of speculative fiction? | | RL 7.2 |
| 10/30/20 | | | Asynchronous Learning Day | Moby Max | | |
| 11/2/20 | 2 | 1 | Dehumanization (RWa) | Three short responses: What is dehumanization? How does dehumanization happen? Why does dehumanization happen? HW: "8 stages of Genocide" | | RI 7.2 |
| 11/3/20 | 2 | 2 | Preface to Night by Elie Wiesel pages vii-x (RWa) | Why did Elie Wiesel write Night? HW: Scholars should finish the preface | | RI 7.2 |
| 11/4/20 | 2 | 3 | Night, pages 3-9: "First They Came..." (RWa) | How are the attitudes of the people of Sighet similar to that of the speaker in "First They Came"? HW: Night, pp. 9-14 | | RIL 7.2/7.4 |
| 11/5/20 | 2 | 4 | Night, pages 8-14 (RWb) | "The ghetto was ruled by neither German nor Jew, it was ruled by delusion." How does this line connect with the events on pages 8-15? HW: | | RL 7.2/7.4 |
| 11/6/20 | | | Asynchronous Learning Day | Moby Max | | |
| | | | END OF TRIMESTER 1 | | | |
| 11/9/20 | | | Intersession | | | |
| 11/10/20 | | | Intersession | | | |
| 11/11/20 | | | VETERAN'S HOLIDAY | | | |
| 11/12/20 | | | Intersession | | | |
| 11/13/20 | | | Intersession | | | |
| 11/16/20 | | | Intersession | | | |
| 11/17/20 | | | Intersession | | | |
| 11/18/20 | | | Intersession | | | |
| 11/19/20 | | | Intersession | | | |
| 11/21/20 | | | | | | |
| 11/23/20 | | | Thanksgiving Break | | | |
| 11/24/20 | | | Thanksgiving Break | | | |
| 11/25/20 | | | Thanksgiving Break | | | |
| 11/26/20 | | | Thanksgiving Break | | | |
| 11/27/20 | | | Thanksgiving Break | | | |
| 11/30/20 | 2 | 5 | Night, pp. 14-17 (RWb) | What impact did deportations have on Wiesel and his community? HW: Night, pp. 18-24 | | RI 7.9 |
| 12/1/20 | 2 | 6 | Night, pp. 24-26 (RWa) | Why did Wiesel include the anecdote about Mrs. Schachter? HW: Night, pp. 27-34 | | RL 7.2/7.4 |
| 12/2/20 | 2 | 7 | Night, pages 34 (CR) | What impact did the Holocaust have on Wiesel? How does he reveal this impact? HW: Night, pp. 34-46 | | RL 7.4/7.4/7.5 |
| 12/3/20 | 2 | 8 | Night, pages 36-46 (RWb) | How did the Nazi's dehumanizing treatment affect Wiesel and other prisoners? HW: Man's Search for Meaning, Excerpt #3 | | RL 7.2/7.4 |
| 12/4/20 | | | Asynchronous Learning Day | Moby Max | | |
| 12/7/20 | 2 | 9 | Man's Search for Meaning Excerpt 3 | What is the central idea of Frankl's excerpt HW: Night, pp. 47-56 | | RI 7.2/7.4/7.9 |
| 12/8/20 | 2 | 10 | Night, pages 47-56 (RWb) Preface to Night | Why does Wiesel include the anecdotes about losing his shoes and his gold crown? HW: Night, pp. 56-65 | | RL 7.2/7.4 |
| 12/9/20 | 2 | 11 | Night p. 56-65 (RWb) | Why did the death of the pipel affect Wiesel so strongly? | | RL 7.2/7.4 |
| 12/10/20 | 2 | 12 | Night, pages 66-77 (RWb) | Wiesel's loss of faith during the Holocaust makes him stronger. Agree or Disagree. | | RL 7.2/7.6 |
| 12/11/20 | | | Asynchronous Learning Day | Moby Max | | |
| 12/14/20 | 2 | 13 | Night, pages 85-91 (RWa) | What does Eliezer's experience in the woods reveal about the impact of violence and persecution? | | RL 7.2/7.4 |
| 12/15/20 | 2 | 14 | Night p. 92-97 and Preface (RWb) | How does the anecdote about Julie help Wiesel achieve his purpose in writing Night? | | RI 7.2 |
| 12/16/20 | 2 | 15 | Night, pages 104-108 (RWa) | What does the interaction between Eliezer and his father reveal about the impact of dehumanization? | | RL 7.2/7.4 |
| 12/17/20 | 2 | 16 | Night, pages 109-112 and Preface (RWa) | See lesson plan | | RL 7.2/7.4 |
| 12/18/20 | | | Asynchronous Learning Day | Moby Max | | |
| 12/21/20 | | | Winter Break | | | |
| 12/22/20 | | | Winter Break | | | |
| 12/23/20 | | | Winter Break | | | |
| 12/24/20 | | | Winter Break | | | |
| 12/25/20 | | | Winter Break | | | |
| 12/28/20 | | | Winter Break | | | |
| 12/29/20 | | | Winter Break | | | |
| 12/30/20 | | | Winter Break | | | |
| 12/31/20 | | | Winter Break | | | |
| 1/1/21 | | | Winter Break | | | |
| 1/4/21 | 2 | 17 | Night p. 115 (Close Reading) | What do the final pages of the memoir reveal about the impact of dehumanization? | | RL 7.2/7.4 |
| 1/5/21 | 2 | 18 | Socratic Circles Preparation | Scholars will leave class with claims, evidence, and prepared questions for the Socratic Circle. | | RL 7.6 |
| 1/6/21 | 2 | 19 | Socratic Circles | Scholars will draft quick response to the Socratic Circle Initiating Question. | | RL 7.6 |
| 1/7/21 | 2 | 20 | Night Performance Task Planning Day | | | RL 7.6 |
| 1/8/21 | | | Asynchronous Learning Day (PD IA) | Moby Max | | |
| 1/11/21 | 2 | 21 | Night Performance Task | | | RL 7.6 |
| 1/12/21 | | | Interim Assessments | | | |

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|---------|---|----|--|--|-------------|
| 1/13/21 | | | Interim Assessments | | |
| 1/14/21 | | | Flex Day: Prep for Unit 3 Call of the Wild | | |
| 1/15/21 | | | Asynchronous Learning Day | Moby Max | |
| 1/18/21 | | | Martin Luther King Holiday/No School | | |
| 1/19/21 | 3 | 1 | The Klondike Gold Rush Video (RWa) | Why did people go to the Klondike and what was this experience like for them? | RL 7.1 |
| 1/20/21 | 3 | 2 | The Call of the Wild p. 3-5 (RWa) | How does the setting at Judge Miller's estate shape Buck's personality? | RL 7.3 |
| 1/22/21 | 3 | 3 | The Call of the Wild p. 5-8 (RWa) | How is Buck's personality changed by his capture? | RL 7.3 |
| 1/23/21 | | | Asynchronous Learning Day | Moby Max | |
| 1/25/21 | 3 | 4 | The Call of the Wild p. 8-10 | What does this section reveal about the life of captured dogs, like Buck, during the Klondike Gold Rush? | RL 7.2/7.4 |
| 1/26/21 | 3 | 5 | The Call of the Wild p. 10-11 (RWa) | London claims Buck learns an "unforgettable lesson" during his first day at Dyea Beach. | RL 7.2/7.3 |
| 1/27/21 | 3 | 6 | The Call of the Wild p. 15-17 (RWa) | See lesson plan | RL 7.2/7.3 |
| 1/28/21 | 3 | 7 | The Call of the Wild p. 17-21 (RWb) | What dangers were faced by sled dogs in the North? | RL 7.2 |
| 1/29/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/1/21 | 3 | 8 | The Call of the Wild p. 24-27 (RWa) | Why is Buck able to defeat Spitz? | RL 7.2/7.4 |
| 2/2/21 | | | NWEA: DRY RUN: no curriculum today | | |
| 2/3/21 | 3 | 9 | Call of the Wild Performance Task #1 | | RL 7.2 |
| 2/4/21 | 3 | 10 | The Call of the Wild p. 27-33 (RWb) | How has Buck's relationship with humans changed? | RL 7.2 |
| 2/5/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/8/21 | | | Holiday/No School | | |
| 2/9/21 | 3 | 11 | The Call of the Wild p. 33-40 (RWb) | Why did London include the character of Mercedes? | RL 7.3 |
| 2/10/21 | 3 | 12 | The Call of the Wild p. 33-40 (RWb) | What theme about nature is developed in this section? | RL 7.2 |
| 2/11/21 | 3 | 13 | The Call of the Wild p. 44-50 (RWb) | Who benefits more from their relationship: Buck or John Thornton? | RL 7.2 |
| 2/12/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/15/21 | | | Holiday/No School | | |
| 2/16/21 | 3 | 14 | The Call of the Wild p. 50-58 (RWb) | Buck is fulfilled living with John Thornton. Agree or disagree. | RL 7.2 |
| 2/17/21 | 3 | 15 | The Call of the Wild p. 58-62 (RWb) | How does the time away from Thornton's camp impact Buck? | RL 7.2 |
| 2/18/21 | 3 | 16 | The Call of the Wild p. 62-65 (RWb) | Is Buck's return to the wild tragic or triumphant? | RL 7.3 |
| 2/19/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/22/21 | 3 | 17 | The Call of the Wild p. 65-66 (RWa) | What is Buck's legacy? | RL 7.3 |
| 2/23/21 | 3 | 18 | Excerpt from White Fang (RWb) | What commentary does London offer about the "Wild"? | RL 7.2 |
| 2/24/21 | 3 | 19 | The Call of the Wild Performance Task Planning Day | See Lesson Plan | RL 7.2 |
| 2/25/21 | 3 | 20 | The Call of the Wild Performance Task | See Lesson Plan | RL 7.2 |
| 2/26/21 | | | Asynchronous Learning Day | Moby Max | |
| 3/1/21 | 4 | 1 | "Chicago and the Great Migration" (RWa): Unit 4: A Raisin in the Sun | African Americans benefitted from the Great Migration. Agree or Disagree | RL 7.2/7.4 |
| 3/2/21 | | | NWEA: no curriculum today | | |
| 3/3/21 | | | NWEA: no curriculum today | | |
| 3/4/21 | | | NWEA: no curriculum today | | |
| 3/5/21 | | | Asynchronous Learning Day | Moby Max | |
| 3/8/21 | 4 | 2 | "The South" by Langston Hughes (CR) | What is Hughes' commentary on the Great Migration? | RL 7.2 |
| 3/9/21 | 4 | 3 | "The Kitchenette" excerpt from Maud Martha (CR) | What is Brooks' commentary on the Great Migration and how is it conveyed? | RL 7.2 |
| 3/10/21 | 4 | 4 | A Raisin in the Sun, pages 23-31 (RWa) | The Youngers have a happy marriage. Agree or Disagree. | RL 7.3 |
| 3/11/21 | 4 | 5 | A Raisin in the Sun, pages 32-39 (RWb) | What does his relationship with Ruth and Beneatha reveal about Walter? | RL 7.3 |
| 3/12/21 | | | Asynchronous Learning Day | Moby Max | |
| | | | Trimester 2 Ends | | |
| 3/15/21 | | | Spring Intersession Week 1, Day 1 | Intersession Packet | |
| 3/16/21 | | | Spring Intersession, Week 1, Day 2 | | |
| 3/17/21 | | | Spring Intersession, Week 1, Day 3 | | |
| 3/18/21 | | | Spring Intersession, Week 1, Day 4 | | |
| 3/19/21 | | | Spring Intersession/Asynchronous Learning Day | Moby Max | |
| 3/22/21 | 4 | 6 | A Raisin in the Sun, pages 40-53 (RWb) | What does Mama's plant symbolize? | RL 7.9-10.4 |
| 3/23/21 | 4 | 7 | A Raisin in the Sun, pages 60-66 (RWa) | How does Asagai challenge/influence Beneatha's identity? | RL 7.2/7.3 |
| 3/24/21 | 4 | 8 | A Raisin in the Sun, pages 73-75 (CR) | What are the key differences between the way Mama and Walter view the American Dream? | RL 7.2/7.3 |
| 3/25/21 | 4 | 9 | A Raisin in the Sun Act 2: scene ii, p 81, "My dream about being white"; | | RL 7.2/7.4 |
| 3/26/21 | | | Friday Reteach Day #1: Lesson, Week 1, Day 5 | | |
| 3/29/21 | | | Spring Break | | |
| 3/30/21 | | | Spring Break | | |

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|---------|---|----|---|--|------------|
| 3/31/21 | | | Spring Break | | |
| 4/1/21 | | | Spring Break | | |
| 4/2/21 | | | Spring Break | | |
| 4/5/21 | | | School Reopening Day #1 | | |
| 4/6/21 | | | School Reopening Day #2 | | |
| 4/7/21 | | | School Reopening Day #3 | | |
| 4/8/21 | | | School Reopening Day #4 | | |
| 4/9/21 | | | | | |
| 4/12/21 | 4 | 10 | A Raisin in the Sun, scene i p. 82-86 | | RL 7.1/7.3 |
| 4/13/21 | 4 | 11 | A Raisin in the Sun, Act 2 scene i p. 90-95 | | RL 7.2 |
| 4/14/21 | 4 | 12 | A Raisin in the Sun, Act 2 scene ii p. 96-104 | | RL 7.2 |
| 4/15/21 | 4 | 13 | A Raisin in the Sun, Act 2 scene ii p. 105-109 | | RL 7.2 |
| 4/16/21 | | | Friday Reteach Lesson: Week 2, Day 1 | | |
| 4/19/21 | 4 | 14 | A Raisin in the Sun, Act 2 scene iii p. 110-119 | | RL 7.4 |
| 4/20/21 | 4 | 15 | A Raisin in the Sun, Act 2 scene iii p. 120-124 | | RL 7.2/7.3 |
| 4/21/21 | 4 | 16 | A Raisin in the Sun, p. 34, 85, 125-130 | | RL 7.3 |
| 4/22/21 | 4 | 17 | A Raisin in the Sun, Act 3 scene i p. 131-137 | | RL 7.2/7.3 |
| 4/23/21 | | | Friday Reteach Lesson: Week 2, Day 2 | | |
| 4/26/21 | 4 | 18 | A Raisin in the Sun, Act 3 scene i p. 143-147 | | RL 7.2 |
| 4/27/21 | 4 | 19 | A Raisin in the Sun, Act 3 scene i p. 147-151 | | RL :7.2 |
| 4/28/21 | 4 | 20 | A Raisin in the Sun, Performance Task Planning Day | | RL 7.2 |
| 4/29/21 | 4 | 21 | A Raisin in the Sun, Socratic Circles | | RL 7.2 |
| 4/30/21 | | | Friday Reteach Lesson: Week 2, Day 3 | | |
| 5/3/21 | 4 | 22 | A Raisin in the Sun, Performance Task | | RL 7.2 |
| 5/4/21 | 5 | 1 | Narrative of Frederick Douglass, Context Building Lesson on Conditions of Slavery | | RI 7.1 |
| 5/5/21 | 5 | 2 | Excerpt from "The Meaning of July Fourth" | | RI 7.1 |
| 5/6/21 | 5 | 3 | Excerpt from "The Meaning of July Fourth" | | RI 7.1/7.6 |
| 5/7/21 | | | Friday Reteach Lesson: Week 2, Day 4 | | |
| 5/10/21 | 5 | 4 | Narrative of the Life of Frederick Douglass, Chapter 1, p. 5-7 (stop at "...protect and defend.") | | RI 7.1/7.6 |
| 5/11/21 | 5 | 5 | Narrative of the Life of Frederick Douglass, Chapter 1 | | RI 7.2/7.5 |
| 5/12/21 | 5 | 6 | Narrative of the Life of Frederick Douglass, Chapter 2 | | RI 7.1/7.6 |
| 5/13/21 | 5 | 7 | Narrative of the Life of Frederick Douglass, Chapter 4 | | RI 7.2/7.5 |
| 5/14/21 | | | Friday Reteach Lesson: Week 2, Day 5 | | |
| 5/17/21 | | | SBAC | | |
| 5/18/21 | | | | | |
| 5/19/21 | | | | | |
| 5/20/21 | | | | | |
| 5/22/21 | | | | | |
| 5/24/21 | | | SBAC | | |
| 5/25/21 | | | | | |
| 5/26/21 | | | | | |
| 5/27/21 | | | | | |
| 5/28/21 | | | | | |
| 5/31/21 | | | Memorial Day Holiday | | |
| 6/1/21 | 5 | 8 | Narrative of the Life of Frederick Douglass, Chapter 6 | | RI 7.2/7.5 |
| 6/2/21 | 5 | 9 | Narrative of the Life of Frederick Douglass, Chapter 7 | | RI 7.1 |
| 6/3/21 | 5 | 10 | Narrative of the Life of Frederick Douglass, Chapter 8 | | RI 7.8 |
| 6/4/21 | | | | | |
| 6/7/21 | 5 | 11 | Narrative of the Life of Frederick Douglass, Chapter 10 | | RI 7.8 |
| 6/8/21 | 5 | 12 | Narrative of the Life of Frederick Douglass, Chapter 10 | | RI 7.2/7.5 |
| 6/9/21 | 5 | 13 | Narrative of the Life of Frederick Douglass, Chapter 10 | | RI 7.2/7.5 |
| 6/10/21 | 5 | 14 | Narrative of the Life of Frederick Douglass, Chapter 11 | | RI 7.1/7.2 |
| 6/11/21 | | | | | |
| 6/14/21 | 5 | 15 | Narrative of the Life of Frederick Douglass, Performance Task | | RI 7.2/7.5 |
| 6/15/21 | 5 | 16 | Introduction to Rhetoric | | RI 7.2/7.9 |
| 6/16/21 | 5 | 17 | Ethos in Narrative of Frederick Douglass, p. 5-6 | | RI 7.5 |

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| 6/17/21 | 5 | 18 | Rhetoric in Narrative of Frederick Douglass, p. 21 | | RI 7.5 |
| 6/18/21 | | | | | |
| Writing Standards: Incorporated daily: | | | | | |
| W.7.1: Write arguments to support claims with clear reasons and relevant evidence | | | | | |
| W.7.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | | | | | |
| W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. | | | | | |
| W.7.6: Use technology, to produce and publish writing and to link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | | | | | |
| W.7.9: Draw evidence from literary or information texts to support analysis, reflection and research. | | | | | |
| W.7.10: Write routinely over extended time frames and shorer time frames for a range of discipline-specific tasks, purposes, and audiences. | | | | | |
| Writing Standards: Incorporated with Performance Tasks | | | | | |
| W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | | |
| W.7.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | | | | | |
| W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. | | | | | |
| W.7.9: Draw evidence from literary or information texts to support analysis, reflection and research. | | | | | |
| W.7.10: Write routinely over extended time frames and shorer time frames for a range of discipline-specific tasks, purposes, and audiences. | | | | | |
| Speaking and Listening Skills: Incorporated Daily | | | | | |
| SL.7.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly. | | | | | |
| SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. | | | | | |
| SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | | | | | |
| SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | | | | | |
| SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | | | | | |

Grade 8 Scope and Sequence 2020-21

| Date | Unit | Lesson | Description | Guiding TDQ | CCSS |
|----------|------|--------|---|--|-------------|
| | | | Trimester 1 - Arc 0 | | |
| 8/17/20 | | | Intersession | | |
| 8/18/20 | | | Intersession | | |
| 8/19/20 | | | First Day-Minimum Day: Culture Day 1 Lessons 1,2,3 | Etiquette, Missions, Pillars, and Routines | |
| 8/20/20 | | | Culture Day 2 Lessons 1, 2, 3 | Blueprint, Rules, Commitment to Excellence | |
| 8/21/20 | | | Asynchronous Learning Day | Moby Max | |
| 8/24/20 | | | Culture Day 3 Lesson 1, 2, 3 | Dream College, Uniform/Dress Code, Growth Mindset | |
| 8/25/20 | | | Culture Day 4 Lesson 1, 2, 3 | Kohlberg, Habits of Discussion, Dream College Part 2, Policies & Procedures | |
| 8/26/20 | 0 | 1 | Annotation Basics | | |
| 8/27/20 | 0 | 2 | GBTJ (Genre Based Thinking Job) Narrative | | |
| 8/28/20 | | | Asynchronous Learning Day | Moby Max | |
| 8/31/20 | 0 | 3 | CI (Central Idea) Narrative | | |
| 9/1/20 | 0 | 4 | GBTJ (Genre Based Thinking Job) Informational | | |
| 9/2/20 | 0 | 5 | CI (Central Idea) Informational | | |
| 9/3/20 | 0 | 6 | Writing Arguments | | |
| 9/4/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/7/20 | | | Labor Day- No School | | |
| 9/8/20 | 0 | 7 | Evidence use | | |
| 9/9/20 | 0 | 8 | Analysis | | |
| 9/10/20 | 0 | 9 | Powerful Paragraphs | | |
| 9/11/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/14/20 | 1 | 1 | "The Tell Tale Heart", Para. 1-11 (RWa) | Summarize the first 11 paragraphs and answer multiple choice questions aligned to the lesson's key points. | RL 8.1/8.2 |
| 9/15/20 | 1 | 2 | "The Tell Tale Heart" (RWb) | Is the narrator of "Tell-Tale Heart" reliable? HW: Read Poe Biography | RL 8.1/8.3 |
| 9/16/20 | 1 | 3 | "The Tell Tale Heart" (RWb) | The narrator in "The Tell-Tale Heart" is insane. Agree or Disagree | RL 8.2/8.3 |
| 9/17/20 | 1 | 4 | "The Cask of Amontillado", pp. 5-8 (RWa) | See the Unit Guide HW: Read "Cask of Amontillado" para. 43-69 | RL 8.1/8.3 |
| 9/18/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/21/20 | 1 | 5 | "The Cask of Amontillado" (RWb) | How does the setting of "The Cask of Amontillado" contribute to the mood of the story? HW: Read "Cask of Amontillado, para 70-90 | RL 8.1/8.3 |
| 9/22/20 | 1 | 6 | "The Cask of Amontillado (RWb) | How does Poe foreshadow the ending of "The Cask of Amontillado? HW: "Hop Frog" para. 1-28 | RL 8.9-10.5 |
| 9/23/20 | 1 | 7 | "Hop Frog" (RWb) | What does the interaction between the Hop Frog and the King reveal about each character? HW: Finish "Hop Frog" | RL 8.1/8.5 |
| 9/24/20 | 1 | 8 | "Hop Frog" (RWb) | See Unit Guide (Multiple-select questions) HW: Start "The Black Cat" | RL 8.2 |
| 9/25/20 | | | Asynchronous Learning Day | Moby Max | |
| 9/28/20 | 1 | 9 | "Hop Frog (Rwb) | How does Poe foreshadow the ending of the story? HW: Finish "The Black Cat" | RL 8.2 |
| 9/29/20 | 1 | 10 | Performance Task Reading Day | HW: Prepare for the Performance Task | 1/8.3 |
| 9/30/20 | 1 | 11 | Performance Task | | RL 8.1/8.3 |
| 10/1/20 | 1 | 12 | "Monkey's Paw" (RWa) | How does the author establish the mood in the beginning of "The Monkey's Paw"? HW: Finish "The Monkey's Paw" | RL 8.3/8.4 |
| 10/2/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/5/20 | 1 | 13 | "Monkey's Paw" (RWb) | How does the author foreshadow the ending in "The Monkey's Paw"? HW: "The Sniper" (beginning) | RL 8.9-10.5 |
| 10/6/20 | 1 | 14 | "The Sniper" (RWb) | How does the author characterize the sniper? HW: Finish "The Sniper" | RL 8.2/8.3 |
| 10/7/20 | 1 | 15 | "The Sniper" (RWb) | What is the author's commentary on war and how is it developed? HW: "The Destroyers" | RL 8.2/8.4 |
| 10/8/20 | 1 | 16 | "The Destroyers" (RWb) | How does Greene characterize "T"? HW: Finish "The Destroyers" | RL 8.1/8.3 |
| 10/9/20 | | | Asynchronous Learning Day Prepare Unit 2 novel pick up for parent | Moby Max | |
| 10/12/20 | 1 | 17 | "The Destroyers" (RWb) | The gang is evil for destroying the house. Agree or Disagree HW: Read "The Storm" | RL 8.2/8.3 |
| 10/13/20 | 1 | 18 | Performance Task #2 Reading Day | HW: Prep for Performance Task | RL 8.2/8.3 |
| 10/14/20 | 1 | 19 | Performance Task | HW: Begin "Speech Sounds" | RL 8.2/8.3 |
| 10/15/20 | 1 | 20 | Beginning of "Speech Sounds" (RWb) | What is the author's commentary on tragedy in the first half of "Speech Sounds"? HW: Finish "Speech Sounds" | RL 8.3/8.4 |
| 10/16/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/19/20 | 1 | 21 | "Speech Sounds" (RWb) | The ending of the story is a hopeful one. Agree or Disagree HW: Unit Reflection | RL 8.2/8.3 |
| 10/20/20 | | | Flex Day | | |
| 10/21/20 | 2 | 1 | Animal Farm, Chapter 1 (RWa) | Which line best summarizes the central idea of Old Major's speech? HW: Animal Farm, Chapter 2 | RL 8.2 |
| 10/22/20 | 2 | 2 | Animal Farm, Chapter 2 (RWb) | Which is a greater influence on the animals' decision to revolt, Old Major's speech or their general poor treatment? | RL 8.3 |

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| 10/23/20 | | | Asynchronous Learning Day | Moby Max | |
| 10/26/20 | 2 | 3 | Animal Farm, Chapter 3 (RWb) | What is Orwell suggesting about why some groups have power and others don't? HW: Animal Farm, Chapters 4 & 5 | RL 8.2 |
| 10/27/20 | 2 | 4 | Animal Farm, Chapter 5 (RWb) | Who is a more effective leader: Snowball or Napoleon? HW: Animal Farm, Chapter 6 | RL 8.2 |
| 10/28/20 | 2 | 5 | Animal Farm, Chapter 6 (RWb) | Given the condition of Napoleon's rule, what is Orwell suggesting about power? HW: Animal Farm, Chapter 7 (See Unit Guide) | RL 8.2 |
| 10/29/20 | 2 | 6 | Animal Farm, Chapter 7 (RWa) (See Unit Guide) | Which of the following conclusions about Napoleon's leadership style is most supported by the text? HW: Animal Farm, Chapter 8 | RL 8.2 |
| 10/30/20 | | | Asynchronous Learning Day | Moby Max | |
| 11/2/20 | 2 | 7 | Animal Farm, Chapter 9 (RWa) | Scholars will answer a series of multiple choice questions to assess comprehension and analysis of Ch. 9 HW: Animal Farm, Chapter 10 | RL 8.1 |
| 11/3/20 | 2 | 8 | Animal Farm, Chapter 10 (RWb) | How does the ending of Animal Farm contribute to the story's theme? HW: Mid-Unit Reflection | RL 8.2 |
| 11/4/20 | 2 | 9 | Mid Unit Performance Task | HW: Excerpt from "Judging Men of Power" | RL 8.2 |
| 11/5/20 | 2 | 10 | Excerpts from "Judging Men of Power" (CR) | How does Acton's argument that "absolute power corrupts absolutely" manifest in Animal Farm? HW: "The Cold War" | RL 8.2 |
| 11/6/20 | | | Asynchronous Learning Day | Moby Max | |
| | | | END OF TRIMESTER 1 | | |
| 11/9/20 | | | Intersession | | |
| 11/10/20 | | | Intersession | | |
| 11/11/20 | | | VETERAN'S HOLIDAY | | |
| 11/12/20 | | | Intersession | | |
| 11/13/20 | | | Intersession: Asynchronous Learning Day | | |
| 11/16/20 | | | Intersession | | |
| 11/17/20 | | | Intersession | | |
| 11/18/20 | | | Intersession | | |
| 11/19/20 | | | Intersession | | |
| 11/21/20 | | | | | |
| 11/23/20 | | | Thanksgiving Break | | |
| 11/24/20 | | | Thanksgiving Break | | |
| 11/25/20 | | | Thanksgiving Break | | |
| 11/26/20 | | | Thanksgiving Break | | |
| 11/27/20 | | | Thanksgiving Break | | |
| 11/30/20 | 2 | 11 | "The Butter Baattle Book" and "The Cold War" (RWa) | See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" | RL 8.2 |
| 12/1/20 | 2 | 12 | "The Russian Revolution, 1881-1939" (RWb) | What allegorical connections exist between the events of the Russian Revolution and Animal Farm? | RL 8.9 |
| 12/2/20 | 2 | 13 | Excerpts from "The Communist Manifesto" (CR) | What is Marx's argument in The Communist Manifesto? HW: Additional OR for the Communist Manifesto | RL 8.1/8.2 |
| 12/3/20 | 2 | 14 | Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) | How does Old Major's speech parallel the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" | RL 8.3 |
| 12/4/20 | | | Asynchronous Learning Day | Moby Max | |
| 12/7/20 | 2 | 15 | Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) | What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" | RL 8.9 |
| 12/8/20 | 2 | 16 | Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) | How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" | RI/RL 8.1 |
| 12/9/20 | 2 | 17 | Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) | What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? | RL 8.9 |
| 12/10/20 | 2 | 18 | Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) | How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? | RL 8.9 |
| 12/11/20 | | | Asynchronous Learning Day | Moby Max | |
| 12/14/20 | 2 | 19 | Animal Farm, Ch. 8, pg. 91-99 Stalin and the Cult of Personality (RWb) | What is Orwell suggesting about how corrupt leaders retain power once they have it? | RL 8.2 |
| 12/15/20 | 2 | 20 | Performance Task Day #1 | | RL 8.2 |
| 12/16/20 | 2 | 21 | Performance Task Day #2 | | RL 8.2 |
| 12/17/20 | 2 | 22 | Flex Day | | |
| 12/18/20 | | | Asynchronous Learning Day | Moby Max | |
| 12/21/20 | | | Winter Break | | |
| 12/22/20 | | | Winter Break | | |
| 12/23/20 | | | Winter Break | | |
| 12/24/20 | | | Winter Break | | |
| 12/25/20 | | | Winter Break | | |
| 12/28/20 | | | Winter Break | | |
| 12/29/20 | | | Winter Break | | |
| 12/30/20 | | | Winter Break | | |
| 12/31/20 | | | Winter Break | | |
| 1/1/21 | | | Winter Break | | |

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| 1/4/21 | 3 | 1 | Lord of the Flies p. 7-15 (RWa) | Multiple Choice Questions | RL 8.1 |
| 1/5/21 | 3 | 2 | "Rousseau's Theory of Human Nature" (CR) | What is Rousseau's theory of human nature? | RI 8.2 |
| 1/6/21 | 3 | 3 | "Thomas Hobbes on the Natural Condition of Mankind" (CR) | What is Hobbes' theory of human nature? | RI 8.2 |
| 1/7/21 | 3 | 4 | Lord of the Flies p. 17-25 (RWb) | Which theory of human nature do pages 17-25 most support: Rousseau's or Hobbes'? | RL 8.9 |
| 1/8/21 | | | Asynchronous Learning Day (PD IA) | Moby Max | |
| 1/11/21 | 3 | 5 | Lord of the Flies p. 25-30 (RWb) | Which theory of human nature do pages 25-30 most support: Rousseau's or Hobbes'? | RL 8.9 |
| 1/12/21 | | | Interim Assessments | | |
| 1/13/21 | | | Interim Assessments | | |
| 1/14/21 | 3 | 6 | Lord of the Flies p. 39-41 (RWb) | Which theory of human nature do pages 39-41 most support: Rousseau's or Hobbes'? | RL 8.9 |
| 1/15/21 | | | Asynchronous Learning Day | Moby Max | |
| 1/18/21 | | | Martin Luther King Holiday/No School | | |
| 1/19/21 | 3 | 7 | Lord of the Flies p. 50-55 (RWb) | What effect does the author create through his description of Ralph's and Jack's points of view on pages 50-55? | RL 8.3 |
| 1/20/21 | 3 | 8 | Lord of the Flies p. 60-62 (RWb) | Which theory of human nature do pages 59-62 most support: Rousseau's or Hobbes'? | RL 8.9 |
| 1/22/21 | 3 | 9 | The Stanford Prison Experiment (RWA) | Based on the Stanford Prison Experiment, people do bad things because they're inherently bad. Agree or Disagree | RI 8.2 |
| 1/23/21 | | | Asynchronous Learning Day | Moby Max | |
| 1/25/21 | 3 | 10 | Lord of the Flies p. 62-64 (RWb) | How has Ralph changed and which theory of human nature (Rousseau's, Hobbes', or the SPE) best explains this change? | RL 8.3/8.9 |
| 1/26/21 | 3 | 11 | Lord of the Flies p. 69-74 (RWb) | Based on pages 69-74, are humans more interested in cooperation or dominance? | RL 8.9 |
| 1/27/21 | 3 | 12 | Lord of the Flies p. 78-81 (RWb) | Ralph's assembly helps restore order and peace on the island. Agree or disagree. | RL 8.2/8.3 |
| 1/28/21 | 3 | 13 | Lord of the Flies, pgs. 82-94 (RWb) | Ralph's assembly helps restore order and peace on the island. Agree or disagree. | RL 8.2/8.3 |
| 1/29/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/1/21 | 3 | 14 | Lord of the Flies p. 100-103 (RWb) | How does the conflict on pages 100-103 reveal Jack and Ralph's true natures? | RL 8.3 |
| 2/2/21 | | | NWEA: DRY RUN: no curriculum today | | |
| 2/3/21 | 3 | 15 | Lord of the Flies p. 109-115 (RWb) | How has Ralph changed and which theory of human nature (Rousseau's, Hobbes', or the SPE) best explains this change? | RL 8.9 |
| 2/4/21 | 3 | 16 | Lord of the Flies p. 125-127 (RWb) | Rousseau's theory of human nature explains Jack's decision. Agree or Disagree. | RL 8.9 |
| 2/5/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/8/21 | | | Holiday/No School | | |
| 2/9/21 | 3 | 17 | Lord of the Flies p. 143-44 (RWA) | What does the Lord of the Flies suggest about human nature? | RL 8.3 |
| 2/10/21 | 3 | 18 | Lord of the Flies p. 145-154 (RWb) | What does the Lord of the Flies suggest about human nature? | RL 8.3/8.4 |
| 2/11/21 | 3 | 19 | Lord of the Flies p. 45-46 & 156-158 (RWb) | Why does Golding illustrate a change in Piggy? | RL 8.3 |
| 2/12/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/15/21 | | | Holiday/No School | | |
| 2/16/21 | 3 | 20 | Lord of the Flies, page 180-182 (CR) | What does the destruction of the conch represent? | RL 8.3/8.4 |
| 2/17/21 | 3 | 21 | Lord of the Flies, page 200-202 (CR) | The novel has a happy ending. Agree or Disagree | RL 8.2 |
| 2/18/21 | 3 | 22 | Performance Task Day #1 | | RL 8.2 |
| 2/19/21 | | | Asynchronous Learning Day | Moby Max | |
| 2/22/21 | 3 | 23 | Performance Task Day #2 | | RL 8.2 |
| 2/23/21 | 4 | 1 | "How Does it Feel to be Colored Me" (CR) Day 1 | What does Hurston mean in these lines? How does she develop this idea in the first 56 lines of her essay? | RI 8.5 |
| 2/24/21 | 4 | 2 | "How Does it Feel to be Colored Me" (CR) Day 2 | How does Hurston's identity as a black woman impact her self-identity? | RI 8.6 |
| 2/25/21 | 4 | 3 | "How Does it Feel to be Colored Me" (CR) Day 3 | How does Hurston create a sense of pride and self-acceptance? | RI 8.2/8.4 |
| 2/26/21 | | | Asynchronous Learning Day | Moby Max | |
| 3/1/21 | 4 | 4 | "If Black English Isn't a Language, Then Tell Me, What is?" (CR) | According to Baldwin, why is Black English a language? | RI 8.2 |
| 3/2/21 | | | NWEA: no curriculum today | | |
| 3/3/21 | | | NWEA: no curriculum today | | |
| 3/4/21 | | | NWEA: no curriculum today | | |
| 3/5/21 | | | Asynchronous Learning Day | Moby Max | |
| 3/8/21 | 4 | 5 | Their Eyes Were Watching God, Chapter 1 (RWA) | What is the central conflict in Chapter 1? | RL 8.2 |
| 3/9/21 | 4 | 6 | Their Eyes Were Watching God, Chapter 1, Day 2 (RWB) | Pearl Stone says, "If she ain't got manners enough to stop and let folks know how she been makin' out, let her g'wan!" | RL 8.3 |
| 3/10/21 | 4 | 7 | Their Eyes Were Watching God, Chapter 2 (RWA) | Both Janie and Nanny consider trees as symbols. What is different about the way these women see trees as a symbol? | RL 8.9-10.4 |
| 3/11/21 | 4 | 8 | Their Eyes Were Watching God, Chapters 3 & 4 (RWb) | What is different about the way Joe Starks and Logan Killicks believe women should be treated? | RL 8.3 |
| 3/12/21 | | | Asynchronous Learning Day | Moby Max | |
| | | | Trimester 2 Ends | | |
| 3/15/21 | | | Spring Intersession Week 1, Day 1 | | |

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| 3/16/21 | | | Spring Intersession, Week 1, Day 2 | | |
| 3/17/21 | | | Spring Intersession, Week 1, Day 3 | | |
| 3/18/21 | | | Spring Intersession, Week 1, Day 4 | | |
| 3/19/21 | | | Spring Intersession/Asynchronous Learning Day | | |
| 3/22/21 | 4 | 9 | Their Eyes Were Watching God Chapter 5 (RWb) | Janie is lucky to be married to Joe Starks. Agree or disagree. | RL 8.3 |
| 3/23/21 | 4 | 10 | Their Eyes Were Watching God p. 51-62 (RWb) | Joe Starks is the antagonist of the novel. Agree or disagree. | RL 8.3 |
| 3/24/21 | 4 | 11 | Their Eyes Were Watching God, selections from Chapter 6 and 7 (RWb) | How has Joe and Janie's relationship changed? | RL 8.3 |
| 3/25/21 | 4 | 12 | Their Eyes Were Watching God, Chapter 8 (RWb) | What theme is developed by Joe Starks' death? | RL 8.2 |
| 3/26/21 | | | Friday Reteach Lesson: Week 1, Day 5 | | |
| 3/29/21 | | | Spring Break | | |
| 3/30/21 | | | Spring Break | | |
| 3/31/21 | | | Spring Break | | |
| 4/1/21 | | | Spring Break | | |
| 4/2/21 | | | Spring Break | | |
| 4/5/21 | | | School Reopening Day #1 | | |
| 4/6/21 | | | School Reopening Day #2 | | |
| 4/7/21 | | | School Reopening Day #3 | | |
| 4/8/21 | | | School Reopening Day #4 | | |
| 4/9/21 | | | | | |
| 4/12/21 | 4 | 13 | Their Eyes Were Watching God, Chapter 9 | | RL 8.2 |
| 4/13/21 | 4 | 14 | Their Eyes Were Watching God Chapter 11 | | RL 8.2 |
| 4/14/21 | 4 | 15 | Their Eyes Were Watching God Chapter 13 | | RL 8.3 |
| 4/15/21 | 4 | 16 | Their Eyes Were Watching God Chapter 14 | | RL 8.2 |
| 4/16/21 | | | Friday Reteach Lesson: Week 2, Day 1 | | |
| 4/19/21 | 4 | 17 | Their Eyes Were Watching God Chapter 18 | | RL 8.1 |
| 4/20/21 | 4 | 18 | Their Eyes Were Watching God Chapter 19 p. 175-184 | | RL 8.3 |
| 4/21/21 | 4 | 19 | Their Eyes Were Watching God Chapter 20 | | RL 8.2 |
| 4/22/21 | 4 | 20 | Their Eyes Were Watching God Performance Task Planning Day | | RL 8.2 |
| 4/23/21 | | | Friday Reteach Lesson: Week 2, Day 2 | | |
| 4/26/21 | 4 | 21 | Socratic Circles | | RL 8.2 |
| 4/27/21 | 4 | 22 | Their Eyes Were Watching God Performance Task | | RL 8.2 |
| 4/28/21 | 5 | 1 | American Voices: The Dangers of a Single Story | | RI 8.2 |
| 4/29/21 | 5 | 2 | American Voices: The Dangers of a Single Story | | RI 8.2 |
| 4/30/21 | | | Friday Reteach Lesson: Week 2, Day 3 | | |
| 5/3/21 | 5 | 3 | "Nikki Rosa" Day 1 | | RI 8.2 |
| 5/4/21 | 5 | 4 | "Nikki Rosa" Day 2 | | RL 8.2 |
| 5/5/21 | 5 | 5 | "Indian Education" Day 1 | | RL 8.2 |
| 5/6/21 | 5 | 6 | "Indian Education" Day 2 | | RL 8.2 |
| 5/7/21 | | | Friday Reteach Lesson: Week 2, Day 4 | | |
| 5/10/21 | 5 | 7 | American Voices: Performance Task #1 | | RI 8.1/8.2/8.9 |
| 5/11/21 | 5 | 8 | "Age of Identity" Day 1 | | RI 8.2 |
| 5/12/21 | 5 | 9 | "Age of Identity" Day 2 | | RI 8.2/8.4 |
| 5/13/21 | 5 | 10 | "Graduation Day" #1 | | RI 8.3 |
| 5/14/21 | | | Friday Reteach Lesson: Week 2, Day 5 | | |
| 5/17/21 | | | SBAC | | |
| 5/18/21 | | | | | |
| 5/19/21 | | | | | |
| 5/20/21 | | | | | |
| 5/22/21 | | | | | |
| 5/24/21 | | | SBAC | | |
| 5/25/21 | | | | | |
| 5/26/21 | | | | | |

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| 5/27/21 | | | | | |
| 5/28/21 | | | | | |
| 5/31/21 | | | Memorial Day Holiday | | |
| 6/1/21 | 5 | 11 | American Voices: "Graduation Day" #2 | | RL 8.2 |
| 6/2/21 | 5 | 12 | "Black Ice" Day #1 | | RL 8.3 |
| 6/3/21 | 5 | 13 | "Black Ice" Day #2 | | RI 8.2 |
| 6/4/21 | | | | | |
| 6/7/21 | 5 | 14 | "You've Got to Have Hope" | | RI 8.2 |
| 6/8/21 | 5 | 15 | American Voices Performance Task Planning Day | | RL 8.1/8.2 |
| 6/9/21 | 5 | 16 | American Voices Performance Task | | RL 8.1/8.2 |
| 6/10/21 | 6 | 1 | A Midsummer Night's Dream: Introduction to Shakespeare | | RL 8.2 |
| 6/11/21 | | | | | |
| 6/14/21 | 6 | 2 | "Sonnet 29" by William Shakespeare (CR) | | RL 8.2/8.4 |
| 6/15/21 | 6 | 3 | A Midsummer Night's Dream Act I scene i | | RL 8.1/8.2 |
| 6/16/21 | 6 | 4 | A Midsummer Night's Dream Act I scene i | | RL 8.3 |
| 6/17/21 | 6 | 5 | A Midsummer Night's Dream Act I scene i | | RL 8.2/8.4 |
| 6/18/21 | | | | | |
| Writing Standards: Incorporated daily: | | | | | |
| W.8.1: Write arguments to support claims with clear reasons and relevant evidence | | | | | |
| W.8.4: Produce clear and coherent writing in which the development and organization and style are appropriate to task, purpose, and audience. | | | | | |
| W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. | | | | | |
| W.8.6: Use technology, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | | | | | |
| W.8.9: Draw evidence from literary or informational texts to support analysis, reflection and research. | | | | | |
| W.8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | | | | | |
| Writing Standards: Incorporated with Performance Tasks | | | | | |
| W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | | |
| W.8.4: Produce clear and coherent writing in which the development and organization and style are appropriate to task, purpose, and audience. | | | | | |
| W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. | | | | | |
| W.8.9: Draw evidence from literary or informational texts to support analysis, reflection and research. | | | | | |
| W.8.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | | | | | |
| Speaking and Listening Skills: Incorporated Daily | | | | | |
| SL.8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly. | | | | | |
| SL.8.2: Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. | | | | | |
| SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | | | | | |
| SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | | | | | |
| SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | | | | | |

ELA 9 Scope & Sequence



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| Unit 0: Fortune Culture (Embedded) | Unit 6: Advanced Reading & Writing (3 Weeks) |
| Unit 1: Proficient Reading & Writing (4 Weeks) | Unit 7: Personal Legend (5 Weeks) <i>The Alchemist</i> (novel) <i>Coelho</i> |
| Unit 2: Ancient Mythology (3 Weeks) Native American West Africa Ancient Egypt | Unit 8: Educational Research Paper (3 weeks) |
| Unit 3: Teenage Identity & Choices (4 Weeks) Short stories exploring Identity Development | Unit 9: Family Relationships (3 weeks) <i>The Crossover</i> <i>Alexander</i> Poetry Intensive: Expression of the Experience |
| Unit 4: Power of the People (5 Weeks) <i>Malcolm X: By Any Means Necessary</i> <i>Myers</i> <i>He Named Me Malala</i> Documentary Human Rights Project | Unit 10: Welcome to Follywood! (5 weeks*) <i>*Note: Unit 10 and 11 are parallel units</i> |
| Unit 5: A Case for Romantic Love (3 Weeks) <i>The Sun is Also a Star</i> (Novel) <i>Yoon</i> | Unit 11: 9th Grade Portfolio Project (5 weeks*) <i>*Note: Unit 10 and 11 are parallel units</i> |
| Semester 1 Vocabulary Sequence | Semester 2 Vocabulary Sequence |

| | Semester 1: Unit 0 | Semester 1: Unit 1 |
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| Unit Topic Overview | Fortune Culture: <i>First 10 Days</i> EMBEDDED | Proficient Reading & Writing Information, Inference & Understanding |
| Reading | | RCRS A Level |
| Writing | | Thesis Statement Mastery Introduction Mastery 5 Paragraph Essay Development |
| Big Ideas | | 8th Grade Skill Retention 9th Grade Annotation Skills AVID Critical Reading Process 9th Grade Essay Writing Formula Practice Perfect |
| Essential Questions | | What skills and capabilities should 9th grade ECHS ELA Scholars exhibit in Q1? |
| Enduring Understandings | | When scholars critically read, write and think they are able to apply these skills to all content areas, especially success at CRC. |

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| Multimedia Connections | | |
| Assessments | | Thesis Exam Introduction Exam 5 Paragraph Essay Assessment REWARDS Reading Assessment |
| Essential Classroom Content | | Vocabulary System & Routine |
| Essential Standards | | CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |

| | Semester 1: Unit 2 | Semester 1: Unit 3 |
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| Unit Topic Overview | <i>Ancient Literature: Stories of Our Ancestors Sparking Curiosity of the Self</i> Conventions: Parts of Speech | <i>Family Tree: My Family, My History and My-Self</i> Conventions: Simple Sentence Structure |
| Reading | Native American Mythology -Abya Yala/ Turtle Island West African (Ghana) Mythology Egyptian Mythology | Short Stories exploring Identity Development |
| Writing | Mythology: Fortune School Culture | Family Interviews Autobiography |
| Big Ideas | Stories of Our Ancestors : Curiosity of the Self Expressing knowledge and thought using supporting details within singular and multiple texts Compare/Contrast stories with same function through different means (i.e. compare and contrast <i>creation myths</i>) | Exploring family history The value of understanding the history of your family and ancestry Communicating family stores: truth vs. myth |
| Essential Questions | How is literature used to explore the human condition? Why should we explore ancient perspectives? What is the purpose of this world and our human existence in it? | How does family impact how we see ourselves and our lives? How do our relationships with our parents change as we grow older? Is it ok for parents to hide the truth if it keeps their |

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| | How is figurative language used to express abstract thought? | children safe? What is the role of forgiveness in terms of relationships with family? |
| Enduring Understandings | Storytelling is used to express thematic ideas; concrete and abstract. Personal connection to ancestral understandings may help young people connect to themselves and the world. People have been making their mark on the world from a long time; cultures and societies change over time, but values tend to stay the same. | Our families impact our lives The individual's history is his or hers to own, explore and connect with History does not determine our future |
| Multimedia Connections | VICE Weekly S3/E8 "Egyptian Tomb Raiders" VICE News 7/17 "Greek Whitewashing" | Tashi and the Monk |
| Assessments | Class Mythology Book Mythology Museum Project | Reading Exam Biography Board Presentation |
| Essential Classroom Content | Vocabulary System & Routine | Vocabulary System & Routine |
| Essential Standards | CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |

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| | Semester 1: Unit 4 | Semester 1: Unit 5 |
| Unit Topic Overview | Power of the People | <i>A Case for Romantic Love</i> |

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| Reading | Myers, <u>Malcolm X: By Any Means Necessary</u> <i>He Named Me Malala</i> Documentary Human Rights Doctrine | <u>The Sun is Also a Star</u> (novel) Immigration Case Studies/ Law Healthy Teen Relationships Resources |
| Writing | Expository Essay Human Rights Project | Character Analysis Immigration Arguments Healthy Teen Relationships Project |
| Big Ideas | Speaking one's mind in an eloquent way will impact an audience Opinions have a value, but must be set in inquiry, knowledge and study Stand for something or fall for nothing | 1. How immigration affects individuals and families 2. Healthy romantic love 3. How family may affect who we love and the choices we make |
| Essential Questions | It is not always safe to speak the truth - is it worth it? What is the lasting power of words? Who will advocate for our needs? How does one advocate for themselves in a respectful and responsible manner? | 1. How does where we comes from affect where we are going? 2. Is dating an important part of being a teenager? 3. Should parents decide who you do and do not date? 4. Do opposites really attract? |
| Enduring Understandings | Gain knowledge, then use it to advocate for causes you're passionate about Choose your words wisely for the biggest impact Do not let others dictate your future | 1. Love is universal and unique at the very same time 2. Love must come with patience to last 3. Our relationships with our parents change as we age; but they have wisdom to share 4. We should appreciate each other's differences and learn from one another |
| Multimedia | Vice: "A Vanishing History: Gullah Geechee Nation" VICE: "Forced Out of the Forest: The Lost Tribe of Uganda" Fighting the Amazon's Illegal Loggers Dammed Forever: Ngãbe-Buglé, an indigenous tribe of Panama *** The Black Panthers: Vanguard of Revolution Malcolm X (spike lee) ***** Malala Yousafzai | VICE News: "Migrant Children, Undocumented and Underage" (2014) VICE: "Unsettled: Syrian Refugees In America" Seeking Refuge in Djibouti: Escape From Yemen Immigrant America: The High Cost of Deporting Parents Real Sports: Soccer Refugees |
| Assessments | Expository Essay Student Speech + Presentation | <ul style="list-style-type: none"> ● Argumentative Essay: Immigration ● Novel MC Assessment ● Healthy Relationships Project |
| Essential Classroom Content | Vocabulary System & Routine | <ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ 10 words/3 weeks ○ Study Cards ○ Scaffolded Quiz/3 weeks |

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| <p>Essential Standards</p> | <p>CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> |
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| | Semester 2: Unit 6 | Semester 2: Unit 7 |
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| Unit Topic Overview | Advanced Reading and Writing | Personal Legend |
| Reading | RCRS B Level | Coelho, <u>The Alchemist</u> |
| Writing | 5 Paragraph Essay Mastery Timed Writing Analytical Essay (How, Why, So What) Process Supporting Evidence Process | Character Analysis Reading Exam Part 1 & Final Analytical Essay Personal Legend Project |
| Big Ideas | FHS Writing Skill Retention Review 9th Grade Annotation Skills AVID Critical Reading Process 9th Grade Essay Writing Formula Practice Perfect | Our Personal Legends, journey and those that help us on our way Connecting and communicating with your Self, mind and heart Staying true to ourselves and completing the journey w/ grit, determination and curiosity Comparing/Contrasting Author's meaning with personal insights. |
| Essential Questions | What skills and capabilities should 9th grade ECHS ELA Scholars exhibit in Q1? | How do writers make language magical? What can we learn from Santiago's journey? How do we build grit? What can we learn from the "bad" things that happen to Santiago? What is the message of the story according to you? Connect this with Coelho's author's purpose statement. |
| Enduring Understandings | When scholars critically read, write and think they are able to apply these skills to all content areas, especially success at CRC. | Wonder + Imagination of fictional texts Personal Meaning vs Purpose: CONNECTIONS Connections to the Pillars Stick with your goals, even when it gets challenging. Success = Hard Work |

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| | | The meaning of life vs the purpose of life: COMPLEXITY |
| Multimedia | | HBO: Koran by Heart The Alchemist on YouTube <ul style="list-style-type: none"> • Coelho's Insights • Reviews + Recommendations • Summary/ Overview AB: Cook's Tour: Morocco |
| Assessments | Thesis Exam 2 Introduction Exam 2 5 Paragraph Essay Assessment (until mastery) REWARDS Reading Assessment (150+) | Analytical Essay Exam Novel MC Exam Personal Legend Project |
| Essential Classroom Content | Vocabulary System & Routine | Vocabulary System & Routine |
| Essential Standards | CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CCSS.ELA-LITERACY.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |

| | Semester 2: Unit 8 | Semester 2: Unit 9 |
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| Unit Topic Overview | <i>Educational Research Paper</i> MLA Citation Quote Embedding | Family Matters |
| Reading | Educational Articles and Research (closed choice) Article Annotation, CN and Analysis | Alexander, The Crossover Juan Dixon: Taking Sides Essay |
| Writing | MLA Research Paper Works Cited Outline/ Annotated Planning Guide Speech | Poetry in a variety of forms and styles Character Analysis The Crossover Poetry Analysis Project w/ speech |

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| Big Ideas | <p>Research a variety of sources and locate support to aid POV</p> <p>Follow format and structure to create high quality writing and authentic commentary</p> <p>Speak in a professional tone with positive body language and eye contact</p> <p>Listen to other's perspectives and give critical/objective feedback</p> | <p>The game of life: family, brotherhood and sportsmanship</p> <p>Father-Son Relationships</p> <p>Overcoming hardships at school, home and life</p> |
| Essential Questions | <p>What makes a quality education?</p> <p>Who and what dictate "quality?" Are they trustworthy?</p> <p>How would you improve education in modern America?</p> <p>What text supports can you find to aide your perspective and argument.</p> | <p>How does the rhythm of poetry add to the telling of the story?</p> <p>How do we relate to our parents and siblings?</p> <p>How do sports and physical activity help us to reach our full potential?</p> <p>How do we keep going when life gets really, really challenging?</p> |
| Enduring Understandings | <p>Being able to consider large topics and many perspectives in order to find personal point of view and solutions</p> <p>Communicating POV so that all may understand, but not necessarily agree</p> <p>Confidence to stand up and speak one's mind eloquently</p> | <p>The rhythm of the poetry mimics the rhythm of basketball</p> <p>Movement of the body aids in the control of the mind</p> <p>Nothing lasts forever; enjoy it while we have it</p> |
| Multimedia | <p>Vice: Last Chance High</p> <p>HBO Doc: Class Divide</p> <p>Little Rock Central: 50 Years Later</p> <p>HBO Bobby McFerrin</p> | <p>State of Play: Trophy Kids</p> <p>Real Sports: Juan Dixon</p> <p>One Last Hug: Three Days at Grief Camp</p> <p>Hoop Dreams 1994 Doc</p> <p>Real Sports: Chicago/Hoop Dreams</p> |
| Assessments | <p>Educational Essay</p> <p>Educational Essay Speech + Presentation</p> | <p>The Crossover MC Exam</p> <p>The Crossover Essay Exam</p> <p>The Crossover Poetry Project</p> |
| Essential Classroom Content | Vocabulary System & Routine | Vocabulary System & Routine |
| Essential Standards | <p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.E</p> | <p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> |

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| | Provide a concluding statement or section that follows from and supports the argument presented. | |
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| | Semester 2: Unit 10 | Semester 2: Unit 11 |
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| Unit Topic Overview | Welcome to Follywood! | Freshman Summative Portfolio |
| Reading | Script Analysis How To Texts Screenplay Writing Film Editing Characterization + Acting Plot Development | Freshman Portfolio Samples |
| Writing | Script Planning/ Writing/Revising | Reflective Components Analytical Components |
| Big Ideas | Celebrate learning, community and 9th grade experience Explore 9th grade journey Explore meaningful concepts/events in FECHS culture and 9th grade experience | Celebrate learning, community and 9th grade experience Examine most impactful and high quality work Examine work that shows progress over time Explore 9th grade journey |
| Essential Questions | What are your Most Important Experiences from 9th grade? What defines our FECHS culture? How can we capture the FECHS experience on film? | What are your Most Important Experiences from 9th grade? What are some examples of defining work that you've completed? What are your goals for 10th grade and beyond? |
| Enduring Understandings | Student academic experiences are valuable and important to reflect upon Our stories matter and should be told through a variety of formats | Student academic experiences are valuable and important to reflect upon Goal reflection, assessment and setting has a big impact on student success - short term and long term. |
| Multimedia | Vice News: Nollywood | Student Presentations |
| Assessments | Follywood Movie Project Follywood Films Screening | Freshman Portfolio |
| Essential Classroom Content | Vocabulary System & Routine | Vocabulary System & Routine |
| Essential Standards | CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that | CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what |

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| | <p>they build on one another to create a coherent whole. CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | <p>is experienced, observed, or resolved over the course of the narrative.</p> |
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Additional Units

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| <p>Perspectives of Justice (Optional Unit 5)</p> |
| <p>Kiely & Reynolds, <u>All American Boys</u></p> |
| <p>Character Analysis Analytical Essay</p> |
| <p>The definitions of justice Everyone has their own story The world can be an amazing place; the world can be a dangerous place</p> |
| <p>Is perspective biased? What is more important: family, friendship or truth? What is justice?</p> |
| <p>We must stick to our gut/ instinct Do the right thing, even when it is hard Seek justice, speak justice</p> |

[VICE Weekly S2/E12 “Surveillance City”](#)

VICE Weekly S3/E2 “To Serve and Protect”

VICE Weekly S5/E5 “Black and Blue”

[VICE Special Report “Fixing the System”](#)

[Talking Heads: A Look Back at the Violence in Ferguson](#)

[Crime and Punishment: Racial Injustice in Milwaukee](#)

Timed Analytical Essay

Novel MC Assessment

Vocabulary System & Routine

CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences made from the text.
CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it is conveyed through particular details, as well as how the narrator’s or speaker’s point of view influences how that theme or central idea is conveyed.

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient evidence.

Poetry! (Optional Additional Unit)

Conventions: Diction + Syntax

- Nikki Giovanni
- Jose Alvarez (PF podcast, YCA)
- Margarita Engle (Drum Dream Girl, The Life of a Digger, Books/Door Shaped)
- Ilya Kaminsky (We lived happy during the war)
- Walt Whitman (O me! O life!)
- Claude McKay (If We Must Die)
- Saul Williams
- Rumi
- Pablo Neruda More tba

- Variety of Poetic Styles
- Poetic Analysis Short Form
- Poetic Analysis Essay

1. Poetry is for everybody
2. Poetry is self-expression
3. Poetry does not need “rules”; but “rules can make poetry fun
4. Poetry can speak to what we don’t have words for

1. What defines a “poem”?
2. How do different styles of poetry work to express the poet’s message?
3. What is the impact of a poem over time?

- Poetry is varied in style and format
- Poetry expresses thoughts that are otherwise difficult to define and express

PoetryFoundation.org

Poetic Analysis: Annotation, Synthesis and Essay

- Vocabulary
 - 10 words/3 weeks
 - Study Cards
 - Scaffolded Quiz/3 weeks

CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it is shaped by specific details, events, episodes, and stanzas within the text.

CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and be able to reproduce the same or reach a similar conclusion.

CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., how a character is developed in two different media or how an event is conveyed in two different media).

Freshman Dissertation

Conventions: Diction + Syntax

- Coursework Review
- Concept/Focus Research + Study

- 5 pg Dissertation
- MLA Format

1. Explore the impact of learning
2. Deeply reflect, analyze and examine one unit of study
3. Add authentic, practical and meaningful inquiry, content, etc. to unit

1. What did you *LEARN* this year?
2. Why did this *LEARNING* matter?
3. So What does it mean to your advancement as an EC scholar?

1. Learning should be recognized and evaluated by all stakeholders
2. Knowledge becomes application and action over time.
3. What we learn today and retain tomorrow will impact the whole of our life experience.

Student Presentations

Freshman Dissertation

- Vocabulary
 - 10 words/3 weeks
 - Study Cards
 - Scaffolded Quiz/3 weeks

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant details, examples, and data.

CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings, paragraphs, lists, tables, etc.) as needed to aid the reader in the grasp of the ideas and distinctions.

CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples to support the main idea or thesis.

CCSS.ELA-LITERACY.W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications)

| SEMESTER 1 | SEMESTER 2 |
|---|--|
| Unit 0: Fortune Culture (Embedded) | Unit 6: Fate vs. Free Will Sophocles, <u>Oedipus Rex</u> |
| Unit 1: Proficiency in Reading and Writing Information, Understanding + Analysis | Unit 7: <i>The Struggle to Live a Beautiful Life</i> Buck, <u>The Good Earth</u> |
| Unit 2: Home, Leadership & Nature Adams, <u>Watership Down</u> | Unit 8: Human Alienation & Absurdity Camus, <u>The Stranger</u> |
| Unit 3: Transcendentalism (4 weeks) Thoreau, <u>Walden</u> Jigsaw Emerson, <u>Self-Reliance</u> Thoreau, <u>On Civil Disobedience</u> | Unit 9: Prove It! Mock Trial Evidence (Informational texts) |
| | Unit 10: Societal Absurdity & Historical Lessons Miller, <u>The Crucible</u> |
| Unit 4: Philosophy of Power Machiavelli, <u>The Prince</u> | Unit 11: Perception & Transformation Kafka, <u>Metamorphosis</u> |
| Unit 5: Moral Philosophy Greek Philosophy - Kant - Nietzsche - Mill | Unit 12: 10th Grade Portfolio |

| | Semester 1: Unit 0 | Semester 1: Unit 1 |
|-------------------------|--|---|
| Unit Topic Overview | Fortune Culture: <i>First 10 Days</i> | Proficiency in Reading and Writing Information, Understanding + Analysis |
| Reading | | RCRS C Level (Part 1) |
| Writing | | Timed Writing |
| Big Ideas | | 9th Grade Skill Retention 10th Grade Annotation Skills AVID Critical Reading Process Essay Writing: Quotation, Citation & Analysis Mastery |
| Essential Questions | | What skills and capabilities should 10th grade ECHS ELA Scholars exhibit in Q1? |
| Enduring Understandings | | When scholars critically read, write and think they are able to apply these skills to all content especially success at CRC |
| Assessments | | RCRS C1 Quizzes & Reflection 5 Paragraph Philosophical Essays |

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| Essential Classroom Content | | Vocabulary System & Routine |
| Essential Standards | | <p>CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> |

| | Semester 1: Unit 2 | Semester 1: Unit 3 |
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| Unit Topic Overview | Exploration of Home, Leadership & Nature | Transcendentalism |
| Reading | Adams, <u>Watership Down</u> | Thoreau, <u>Walden</u> (Jigsaw) Emerson, <u>Self-Reliance</u> Thoreau, <u>On Civil Disobedience</u> |
| Writing | Reflective Journals Analytical Essay | Walden Project Speech Analytical Essays (SR and CD) Synthesis Essay (Emerson/Thoreau) |
| Big Ideas | <i>Home</i> is where we make it Standing up for our/other rights We are worth the struggle Nature has many answers | Our perception of nature shapes our perception of the world Following personal principles vs. the values of society |
| Essential Questions | How does our <i>home</i> shape our identity? When threatened is it better to enact fight or flight? Why is our connection to nature important? | Why is nature an essential element of the human experience and human life satisfaction? How do we fight for what is “right” in a world that often rewards “wrong”? |
| Enduring Understandings | Feeling safe and secure in our home is an important part of healthy human development. It is imperative to stand up for your rights - be smart and strategic about it. Nature teaches us essential lessons about ourselves and our connection to this planet. | Nature should be respected and regarded Nature is connected to the human spirit Civil and Human Rights Matter People needs to work together for common concerns and goals |

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| Assessments | Reading Exam Essay Exam | Synthesis Essay |
| Essential Classroom Content | Vocabulary System & Routine | Vocabulary System & Routine |
| Essential Standards | <p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> |

| | Semester 1: Unit 4 | Semester 1: Unit 5 |
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| Unit Topic Overview | Philosophy of Power | Moral Philosophy |
| Reading | Machiavelli, <u>The Prince</u> | Stanford, <i>Moral Character and Ancient Ethical Theory</i> (Ancient Greece) Kant Moral Philosophy Analysis Nietzsche Moral Philosophy Analysis Mill, <i>Utilitarianism</i> |
| Writing | Character Analysis: <i>The Prince</i> <i>Philosophy of Power</i> Essay | Analytical Essays Synthesis Essay |
| Big Ideas | Is power earned or taken? Power vs Leadership The GOOD Tyrant? The Power Struggle | There are a variety of views on what it means to be a <i>good person</i> Experience, culture and religion have an impact on one's moral character |
| Essential Questions | Should a leader do bad things for "good" results? Why are some people drawn to power and others aren't Does power or people corrupt? | How do our values shape our Morality? Evaluate the moral character of the Prince. How does our morality shape our choices, lifestyle and personal philosophy? |
| Enduring Understandings | Context is everything History dictates what we do in the future The struggle for power should lead to critical reflection | Life is not always <i>Either, Or</i> - explore the "And" |
| Assessments | Reading Exam Philosophy of Power Essay | Moral Philosophy Paper |
| Essential Classroom Content | Vocabulary System & Routine | Vocabulary System & Routine |

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| Essential Standards | <p>CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p>CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> |
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| | Semester 2: Unit 6 | Semester 2: Unit 7 |
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| Unit Topic Overview | Fate vs. Free Will | <i>The Struggle to Live a Beautiful Life</i> |
| Reading | <u>Oedipus Rex</u> | Buck, <u>The Good Earth</u> |
| Writing | Analytical Essays | Response to Literature |
| Big Ideas | Fate vs Destiny We cannot escape our past With great respect, comes great responsibility | We all have our roles to play Change is Inevitable Time is relative, but definitely real Women are a valuable part of every society |
| Essential Questions | How do we right wrongs? Can we escape our past? Do we - or some other force - shape our future? | What do we value as a society/individually? Why do we value it? What can we learn from quiet observation? Is there a value to obedience? |
| Enduring Understandings | Your mindset creates your reality - fixed = fate, growth = destiny Your past will always be (in the past) You past AND YOUR PRESENT shape your future. | Life gives us what we need Time heals wounds, but the scars stay Simplicity has many answers |
| Assessments | MC Exam Analytical Essay | Literature Responses Multiple Choice Reading Exam |
| Essential Classroom Content | Vocabulary System & Routine | Vocabulary System & Routine |
| Essential Standards | <p>CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and</p> | <p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |

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| | <p>advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | <p>CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
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| | Semester 2: Unit 8 | Semester 2: Unit 9 |
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| Unit Topic Overview | Human Alienation & Absurdity of the Individual | Prove It! |
| Reading | Camus, <u>The Stranger</u> | Mock Trial Evidence (Informational texts - witness statements, police/accident reports, legal case law, etc) |
| Writing | Critical Examination and Argument | Mock Trial "legal" documents (Focus: Claim, evidence & reasoning) |
| Big Ideas | The truth is deeper than the surface Sometimes one must take another look or perspective | There is no argument without proof |
| Essential Questions | Who did it? - Was it former self or latter self? What do we do now? | What are effective ways to argue big ideas through text analysis and synthesis? |
| Enduring Understandings | We must examine details carefully to find the answers we seek The truth is not an easy task | It is not always what is right: what is right may be whatever you can prove. |
| Assessments | Reading Journal Critical Examination and Argument | Mock Trial |
| Essential Classroom Content | Vocabulary System & Routine | Mock Trial Prep (Synthesis) |
| Essential Standards | <p>CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective</p> | <p>CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing,</p> |

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| | <p>summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p>description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> |
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| | Semester 2: Unit 10 | Semester 2: Unit 11 |
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| Unit Topic Overview | Human Connection & The Absurdity of the Group | Perception & Transformation |
| Reading | Miller, <u>The Crucible</u> | Kafka, <u>Metamorphosis</u> |
| Writing | Analytical Essay | Comparative Writing Thematic Synthesis |
| Big Ideas | The effects of groupthink and mob mentality on society. | When we do not follow our personal legend, we turn into something else - let's examine what that may be |
| Essential Questions | <p>How can a culture of fear be manipulated by unscrupulous people for personal gain? How can fear, suspicion, unfounded accusations, and greed morph into mass hysteria leading to tragedy? To what extent is personal integrity a value above any other? To what extent is a system of justice that protects the rights of all members of society an important part of any democracy?</p> | <p>How does what we do shape who we are? What does one do with a lost identity?</p> |

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| | How is irony used in The Crucible to underscore important themes? To what extent, if at all, should a democracy maintain the separation between church and state? | |
| Enduring Understandings | Influence is power and power unchecked by accountability is dangerous to society. | Change is inevitable - we must take hold of ourselves What we change in to is inevitably up to us |
| Assessments | Philosophical Chairs Debates | Thematic Synthesis |
| Essential Classroom Content | Class Discussion | Vocabulary System & Routine |
| Essential Standards | <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-LITERACY.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> | <p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |

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| | Semester 2: Unit 12 |
| Unit Topic Overview | 10th Grade Portfolio |
| Reading | DEAR and Fortune READS Assignments |
| Writing | Portfolio Reflections |
| Big Ideas | Your story matters |
| Essential Questions | What is your 10th grade story? |
| Enduring Understandings | Every part of your life experiences build you up and bring you into an even better version of YOU! |
| Assessments | Portfolio Presentations |

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| Essential Classroom Content | Vocabulary System & Routine |
| Essential Standards | <p>CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)</p> <p>CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> |

Additional Units: Can be added or used as substitutes.

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| Advanced Reading & Writing Synthesis Focus |
| RCRS C (Part 2) AP Language Synthesis Texts |
| Timed Writing AP Language Synthesis Essays |
| 10th Grade Skill Retention Critical Analysis and Synthesis Skills AVID Critical Reading Process College-Ready Writing |
| What does college writing <i>really</i> look like? How do we score norm? How do we synthesize multiple texts into one essay? |
| Writing can always improve Norming and Scoring are essential skills to develop our writing |
| RCRS C Level Assessments & Reflections AP Lit & Lang Synthesis Essays |
| Vocabulary System & Routine |
| CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false |
| Defining Ourselves in Society |
| <u>Invisible Man</u> |
| Analytical Novel Study |
| Defining the self is freedom - Our bodies and souls are energetic beings |
| What does dehumanization mean? What are the lasting effects to the self and society? How do we find personal freedom? |
| You must create for the self rather than others - You are the only path to freedom- Don't ask, don't wait - take it now |
| Analytical Novel Study |
| Vocabulary |
| CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific |

informal tone).

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Welcome to Follywood! ELA10

Script Revisions

Storyboard Project- Script Writing - Directive Writing

Music is an essential element of life - Jazz is historically and culturally significant - Music can tell a story

What story will you use music to tell? How will you express the value of Jazz?

Music is an essential element of life - Jazz is historically and culturally significant - Music can tell a story - LEARN by DOING

Follywood Film

Vocabulary

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a s
and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to oth

ELA 11 Scope & Sequence



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| Unit 0: Fortune Culture (Embedded) | Unit 6: Advanced Reading and Writing |
| Unit 1: Proficiency in Reading and Writing | Unit 7: Familial Value and Legacy Gyasi, <u>Homegoing</u> |
| Unit 2: The Struggle: Dreams/Reality Coates, <u>The Beautiful Struggle</u> | Unit 8: The Seen and Unseen Destinies Ellison, <u>Invisible Man</u> |
| Unit 3: Dreaming in the Real World Research Writing/ Project | Unit 9: Choosing One's Purpose - Destiny - Legacy Research Writing/ Project |
| Unit 4: Symbols of Freedom Adichie, <u>Purple Hibiscus</u> | Unit 10: 11th Grade Portfolio |
| Unit 5: African Feminism and Historical Connotations Achebe, <u>Girls at War</u> (Short Story Collection) | <i>ADD-ON NOVEL *CRC Track Scholars</i> The Power of One's Freedom to Be Diaz, <u>The Brief Wondrous Life of Oscar Wao</u> |

| | Semester 1: Unit 0 | Semester 1: Unit 1 |
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| Unit Topic Overview | Fortune Culture: <i>First 10 Days</i> | Proficiency in Reading and Writing Information, Understanding + Analysis |
| Reading | | RCRS D Level (Part 1) |
| Writing | | Timed Writing |
| Big Ideas | | 10th Grade Skill Retention 11th Grade Annotation Skills AVID Critical Reading Process Essay Writing: Quotation, Citation, Analysis & Synthesis Mastery |
| Multimedia Links | | <u>Franklin, A Witch Trial at Mount Holly</u> <u>https://www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/</u> <u>https://www.theatlantic.com/notes/2015/08/when-malcolm-x-met-robert-penn-warren/402700/</u> |

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| | | https://www.theatlantic.com/entertainment/archive/2018/02/we-who-love-america/553991/ |
| Essential Questions | | What skills and capabilities should 11th grade ECHS ELA Scholars exhibit in Q1? |
| Enduring Understandings | | When scholars critically read, write and think they are able to apply these skills to all content especially success at CRC |
| Assessments | | RCRS D Quizzes & Reflection 5 Paragraph Philosophical Essays |
| Essential Classroom Content | | Vocabulary System & Routine |
| Essential Standards | | <p><u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> |

| | Semester 1: Unit 2 | Semester 1: Unit 3 |
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| Unit Topic Overview | The American Dream: #thestruggleisreal | Dreaming in the Real World: Research Paper |
| Reading | Ta-Nehisi Coates, <u>The Beautiful Struggle</u> | Historical Documents Primary Sources Analytical Articles Scholar Journals |
| Writing | Historical Memoir: Parent/ Guardian | Research Paper: 10 Pages |
| Big Ideas | Father Figures Post Civil Rights Era Blank Panther Ideology Continued (9th) | Historical Context for Present Understanding Action Research Personalized Exploration |

| | Time Changes Everything Generational Growth | Advanced Analysis & Synthesis |
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| Multimedia Links | https://www.theatlantic.com/entertainment/archive/2018/02/we-who-love-america/553991/ https://www.theatlantic.com/notes/2015/08/when-malcolm-x-met-robert-penn-warren/402700/ http://americainclass.org/america-and-the-six-nations/ https://www.theatlantic.com/video/index/397715/Between-the-World-and-Me-Teaser/ https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/us | https://whospeaks.library.vanderbilt.edu/interview/malcolm-x https://whospeaks.library.vanderbilt.edu/interviewee/bayard-rustin https://founders.archives.gov/documents/Washington/05-04-02-0251 Franklin, "The Morals of Chess" http://americainclass.org/america-and-the-six-nations/ https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/us |
| Essential Questions | Essential questions explored in this unit will ask scholars to consider the authenticity of <i>The American Dream</i> , to examine the <i>languages of freedom</i> spoken across generations, considering why they are rarely the same and examine the power of family in shaping who we are and how we perceive ourselves in the world around us. | What/how/why have historical events have impacted our reality? ..Shaped our view of our futures? ..Defined us? (right or wrong) Is the American Dream attainable? |
| Enduring Understandings | The Power of the Father-Son Relationship Learning from Prior Generations Making Your Own Way | Perspective Matters Knowledge of past events shape our perception of the self and realities of culture/ societal rule Applied Information allows for freedom Education really is a dangerous weapon |
| Assessments | #MyBeautifulStruggle Project Analytical Essay | 10 Page Research Paper -5 Sources -MLA Style |
| Essential Classroom Content | Weekly Vocabulary | Weekly Vocabulary |
| Essential Standards | <u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <u>CCSS.ELA-LITERACY.RL.11-12.6</u> | <u>CCSS.ELA-LITERACY.W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. <u>CCSS.ELA-LITERACY.W.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance |

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| | <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <u>CCSS.ELA-LITERACY.RI.11-12.9</u> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> | <p>on any one source and following a standard format for citation. CCSS.ELA-LITERACY.W.11-12.9.A Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). CCSS.ELA-LITERACY.W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p> |
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| | Semester 1: Unit 4 | Semester 1: Unit 5 |
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| Unit Topic Overview | Symbols of Freedom | Feminism: Gender Roles & Implications |
| Reading | Adichie, <u>Purple Hibiscus</u> | Achebe, <u>Girls at War</u> (Short Story Collection) |
| Writing | "Ted Talk" Narrative Essay | Analytical Essay (Jigsaw Story) |
| Big Ideas | Coming of Age: Parental Influence and Environmental Influence Nature vs Nurture Parent-Child Relationships Sibling Relationships | Gender Role Constructs Political & Social Implications Roles & Relationships between Men and Women Gender Expectations Women and Wartime |
| Multimedia Links | https://www.interviewmagazine.com/culture/taiwo-coates <u>Adichie Ted Talk</u> <u>Igwe Ted Talk</u> <u>Taiwo Ted Talk</u> https://www.newyorker.com/magazine/2018/06/04/chimamanda-ngozi-adichie-comes-to-terms-with-global-fame https://www.nytimes.com/2017/10/16/t-magazine/chimamanda-ngozi-adichie.html | https://www.theatlantic.com/notes/2016/04/the-feminists-of-wakanda/477456/ <u>Abigail Adams, "Remember the Ladies"</u> http://thebookendsreview.com/2017/08/23/girls-war-feminist-commentary-gender/ |
| Essential Questions | What shapes us more: nature or nurture? Do we have a responsibility to follow our parents belief system? What is our role as a child as we age into adulthood? | Does gender determine interest and/or ability? Are gender norms still applicable in modern times? Do gender roles unite or divide? |

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| Enduring Understandings | Respect is mutual Children have a responsibility to respect their parents and make them proud Siblings have a responsibility to themselves and their parents | Societal norms impact gender roles and vice versa Gender role implications impact the sense of self Feminism is a move towards equity rather than equality |
| Assessments | Scholar Project: "Ted Talk" | Analytical Review ("Girls at War" Review as Sample) |
| Essential Classroom Content | Weekly Vocabulary | Weekly Vocabulary |
| Essential Standards | <p><u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>CCSS.ELA-LITERACY.W.11-12.3 A-E Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> | <p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS.ELA-LITERACY.W.11-12.2 A-F Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |

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| | Semester 2: Unit 6 | Semester 1: Unit 7 |
| Unit Topic Overview | Advanced Reading and Writing | Ancestral Memory |
| Reading | Informational/Analytical texts from S1 Preview of Non-fiction reading S2 | Gyasi, <u>Homegoing</u> |

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| Writing | Advanced Synthesis Essay | Family History Project |
| Big Ideas | Synthesizing multiple texts to create concrete, coherent and concise claims and analytical theories. Analyzing the development of common themes, concepts and ideas across multiple texts, genres and cultural contexts. | Historical Fiction Anglo-Asante Wars of Ghana Family Tree |
| Multimedia Links | N/A | https://www.theatlantic.com/politics/archive/2016/05/on-homecomings/481818/ |
| Essential Questions | How does one determine a common theme over multiple texts? How does one connect texts across multiple texts, genres and cultural context? What supporting evidence best supports a synthesis essay? | Can one ever return “home” again after leaving? What differentiates a child’s perspective of “home,” from an adult’s? What is the impact of ancestral memory? How are we affected by our ancestral memory, especially ancestral trauma? How do we overcome negative conditioning and trauma in our own lives? |
| Enduring Understandings | Synthesis is finding common themes across multiple texts, genres and cultural contexts AND analyzing them both independently and holistically. | Our ancestors’ memory lives on in our lives and decisions we make Move beyond a “single story” perspective of life and the world |
| Assessments | Synthesis Essay w/ MLA citation | Synthesis Essay |
| Essential Classroom Content | Weekly Vocabulary | Weekly Vocabulary |
| Essential Standards | <p>CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.W.11-12.1 A-E Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p>CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> |

| | Semester 2: Unit 8 | Semester 1: Unit 9 |
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| Unit Topic Overview | Seen and Unseen Destinies Ellison, <u>Invisible Man</u> | Rhetorical Narrative Project |
| Reading | | |
| Writing | | |
| Big Ideas | | |
| Multimedia Links | https://www.newyorker.com/books/page-turner/ralph-ellisons-invisible-man-as-a-parable-of-our-time https://www.theatlantic.com/politics/archive/2016/06/black-journalist-and-the-racist-mountain/484808/ https://www.theatlantic.com/politics/archive/2016/01/hillary-clinton-reconstruction/427095/ https://www.theatlantic.com/politics/archive/2016/01/tanehisi-coates-reparations/427041/ https://www.newyorker.com/news/the-new-yorker-interview/ta-nehisi-coates-revisits-the-case-for-reparations | |
| Essential Questions | | |
| Enduring Understandings | | |
| Assessments | | |
| Essential Classroom Content | | |
| Essential Standards | <p>CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her</p> | <p>CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>CCSS.ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and</p> |

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| | <p>exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.3 A-E</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-LITERACY.W.11-12.9 A-B Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
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ELA 12 Scope and Sequence
Ms. Webb-Magee



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| Unit 0: Fortune Culture (Embedded) | Unit 5b: Poetry Analysis and Synthesis Writing Project |
| Unit 1: Proficiency in Reading and Writing: ERWC Bring a Text From Home | Unit 6: Language and Linguistics: Multiple Englishes Video texts: McWhorter “Txting is Killing Language... JK!” Lyiscott “Three ways to speak English” |
| Unit 2: Memory, Symbol and Pattern: Literary Analysis Excerpts from Foster, <u>How to Read Literature Like a Professor</u> , + short story companion texts | Unit 7: Leadership and Justice ZZ Packer, <u>Drinking Coffee Elsewhere</u> |
| Unit 3: Responses to Trauma and Tragedy Morrison, <u>Beloved</u> , Allende, <u>Paula</u> , or Alvarez, <u>In the Time of the Butterflies</u> | Unit 8: Writing Unit- ERWC: The Value of Life |
| Unit 4: Storytelling: Anna Deavere Smith, “Twilight: Los Angeles, 1992” Or Nguyen, “She Kills Monsters” | Unit 9: Drama Unit, Act II Wilson “Fences” |
| Unit 5: Interpreting and Analyzing Poetry Pablo Neruda, Robert Frost, William Shakespeare, Tupac Shakur, Clint Smith, Li Young Lee, Langston Hughes, Gwendolyn Brooks, Camille T. Dungy, | Unit 10: 12th Grade Portfolio: Performance/Film Final Project |

Other possible texts/units:

Martel, Life of Pi

Hosseini, The Kite Runner

Koenig, “Serial” podcast

Individual Choice Novel Unit

Journalism: Review Writing

| | Semester 1: Unit 0 | Semester 1: Unit 1 |
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| Unit Topic Overview | Fortune Culture: <i>First 10 Days</i> | Proficiency in Reading and Writing Information, Understanding + Analysis |
| Reading | | Readings provided in CSU's Expository Reading and Writing Course Module “Bring a Text from Home” |

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| Writing | | Timed Writing: Review of Skills/Formative Assessment Synthesis Essay |
| Big Ideas | | Cumulative Writing Skills Retention 11th Grade Annotation Skills Review AVID Critical Reading Process Essay Writing: Quotation, Citation, Analysis & Synthesis Mastery Reading strategies to comprehend a variety of student generated text types successfully. |
| Multimedia Links | | Expository Reading and Writing Course unit including multimedia links: https://drive.google.com/file/d/1I_GiSdJFmxG5wDvE2bsQOqnG0Wqy2rBM/view?usp=sharing |
| Essential Questions | | What skills and capabilities should 12th grade ECHS ELA Scholars exhibit in Q1? Who is responsible for fact checking the news and preventing fake news from spreading misinformation? Are the technology companies like Facebook and Google that provide the platform for spreading information responsible? What about news media outlets like CNN, or Fox news? To what extent are consumers responsible for fact checking news reports? What specifically should be done? |
| Enduring Understandings | | When scholars critically read, write and think they are able to apply these skills to all content. 12th grade is a time to develop individual ideas and values, and become independent and self-directed learners and critical thinkers. Good citizenship includes being able to recognize tendencies toward confirmation bias. Being able to consciously read with or against the grain is a valuable critical thinking skill. |
| Assessments | | 5 Paragraph Essay: Formative Assessment Op-Ed or App review Final assignment |
| Essential Classroom Content | | Vocabulary System & Routine Independent Reading Practice Weekly Journal |
| Essential Standards | | (ERWC Module: RI.11-12.1, 3-7; SL.11-12.1-4b; L.11- 12.1,2,4,6;W.11-12.1-2) <u>CCSS.ELA-LITERACY.RI.11-12.1</u> |

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| | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RI.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text CCSS.ELA-LITERACY.RI.11-12.6</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.RI.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS.ELA-LITERACY.W.11-12.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-12.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.SL.11-12.2</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
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| | Semester 1: Unit 2 | Semester 1: Unit 3 |
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| Unit Topic Overview | Memory, Symbol, and Pattern: Literary Analysis | Building Community in the Wake of Trauma |
| Reading | Foster, <u>How to Read Literature Like a Professor</u> short stories to support analytical practice, for example: "A Very Old Man with Enormous Wings", "Cathedral", "The Lottery", "The Pedestrian", "Lamb to the Slaughter", "Little Miracles, Kept Promises", "Harrison Bergeron", "The Garden of Forking Paths" | Morrison, <u>Beloved</u> or Allende, <u>Paula</u> |
| Writing | Final Project: Summary of Concepts | Literary Analysis Paper |
| Big Ideas | Literary authors use pattern, symbol, and archetype deliberately to make meaning in their work. The reader's identity and experience shape | Responding to tragedy and trauma. The role of the past and the future in our present Using HTRLLAP to understand and interpret the novel |

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| | <p>what and how a story signifies.</p> <p>There is not just one correct answer when interpreting literature.</p> | |
| Multimedia Links | <p>https://www.oprahmag.com/entertainment/tv-movies/a28376309/the-lion-king-hamlet-comparison/</p> <p>https://upload.wikimedia.org/wikipedia/commons/c/c2/Pieter_Bruegel_de_Oude_-_De_val_van_Icarus.jpg</p> <p>https://sites.google.com/a/lvhs.org/mr-kisatsky-s-ap-class/home/most-frequently-cited-texts</p> | <p>https://ca.pbslearningmedia.org/resource/beloved-the-great-american-read-lit-toni-morrison/toni-morrison-point-of-view-pov-beloved/</p> <p>https://www.theatlantic.com/entertainment/archive/2018/11/isabel-allendes-national-book-awards-speech-writing-advice/575980/</p> |
| Essential Questions | <p>How do experienced readers use their memory of past reading experiences and cultural knowledge of literary archetypes to interpret unfamiliar texts?</p> <p>How can I apply the techniques described in this book to deepen my personal interpretation and understanding of literature?</p> <p>What assumptions about learning and the study of literature are made by the author? What might be missing from this text?</p> | <p>How do characters in this text respond to tragedy and trauma?</p> <p>How can we analyze themes and symbols used throughout the novel to make meaning of the text?</p> <p>How can I synthesize interpretations of the text to create an original product that illustrates my understanding of the novel?</p> <p>How are we enslaved/freed and how do we enslave/free ourselves and others?</p> |
| Enduring Understandings | <p>Knowledge of our literary cultural inheritances shape how we make meaning.</p> <p>There is one universal story- the story of human experience.</p> | <p>Response to trauma is varied: community and family can be valuable sources of strength, resilience, healing.</p> |
| Assessments | <p>Final Project: Summary of material: Liner Notes Playlist Project, Movies or T.V. Google Slides Presentation, Examples drawn from Fortune Curriculum List or teacher approved project proposed by the student</p> | <p>Literary Analysis Essay</p> |
| Essential Classroom Content | <p>Weekly Vocabulary From HTRLLAP: apocryphal (p. 7), liturgical (p. 8), sublimation (p. 17), dictum (p. 18), ubiquity (p. 37), clandestine (p. 57), exigency (p. 84), ostensibly (p. 88), prurience (p. 156), gravitas (p. 97), repudiate (p. 102), per dy (p. 109), titular (p. 119), incommode (p. 206), tawdry (p. 211), verisimilitude (p. 225), dialectic (p. 246), idiosyncratic (p. 249), hapless (p. 253), subservient (p. 257)</p> <p>Independent Reading Journal</p> | <p>Weekly Vocabulary</p> <p>Independent Reading Journal</p> |
| Essential | <p><u>CCSS.ELA-LITERACY.RL.11-12.1</u></p> | <p><u>CCSS.ELA-LITERACY.RL.11-12.1</u></p> |

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| Standards | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. <u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <u>CCSS.ELA-LITERACY.RL.11-12.6</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. <u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> |
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| | Semester 1: Unit 4 | Semester 1: Unit 5 |
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| Unit Topic Overview | Verbatim Theater | Trust your Gut: Interpreting and Analyzing Poetry |
| Reading | Anna Deveare Smith, <u>Twilight: Los Angeles, 1992</u> | Poetic Works by Pablo Neruda, Robert Frost, Shakespeare, Tupac Shakur, Clint Smith, Li Young Lee, Langston Hughes, Gwendolyn Brooks, Camille T Dungy, |
| Writing | Create a script for Verbatim Theater, OR | Short analytical essays on two categories of poetic elements: Sound and Structure (meter, rhythm, rhyme |

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| | Write an analytical review of a reality TV program | scheme, assonance, consonance, alliteration) and Figurative Language (imagery, sensory and figurative language, personification, anthropomorphism) |
| Big Ideas | Ethics of Art Making: Recognizing Exploitation and Appropriation Liz Lerman Critical Response Method Found Art | Recognizing literary elements and how they contribute to the overall meaning and impact of a poem. Spend more time with a poem to dig deeper- investigate all the elements of poetry to uncover the layers of meaning. |
| Multimedia Links | https://www.pbs.org/wnet/gperf/twilight-los-angeles-about-the-production/1329/ https://www.rollingstone.com/music/music-features/fortnite-epic-games-2-milly-stealing-dance-moves-769344/ https://www.npr.org/2011/01/28/133306353/Digital-Music-Sampling-Creativity-Or-Criminality https://www.architecturaldigest.com/story/design-industry-cultural-appropriation Beyonce/Fosse: https://www.youtube.com/watch?v=POUpOK6TCPg https://lizlerman.com/critical-response-process/ | https://ca.pbslearningmedia.org/resource/ang17.ela.poetry/elements-of-poetry/ https://www.poetryfoundation.org/ |
| Essential Questions | What is Verbatim Theatre? Why is it important and compelling? What can we learn about ourselves and our society through telling and listening to personal stories? What ethical considerations must be demonstrated when creating Verbatim Theatre? What happens to 'truth' and meaning when text is shaped, revised and interpreted in performance? What are the challenges of creating Verbatim Theatre? What tools are available to the artist to create Verbatim Theatre? How can a Verbatim Theatre piece be edited? How can we use Verbatim Theatre to effect social change? | What makes poetry different from prose? What effects do these differences have on the reader? How do we determine the meter of a poem? How does the rhythm or structure of a poem add layers of meaning? How do authors use figurative language in poetry? How can we identify and interpret figurative language? How can we use our knowledge of the elements of poetry to interpret the meanings of a poem? How does speaking a poem aloud add to its meaning and impact? How can we correctly quote and cite poetry in academic writing? |
| Enduring Understandings | Theater can be a powerful tool for self-expression, persuasion, and social change. Juxtaposition is a powerful compositional tool. Ethical considerations are an important part of making art for social change. | Poetry is for everyone. Meter and rhythm in poetry add important layers of meaning. If you suspect something is a symbol or metaphor, it probably is. Poetry is meant to be read/spoken/sung aloud. |

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| Assessments | Ethics in Art and Entertainment Exam Writing Project: Verbatim Theater Script | Short written analyses focusing on elements of poetry Memorize and perform a poem. |
| Essential Classroom Content | Weekly Vocabulary Independent Reading Journal | Weekly Vocabulary Independent Reading Journal |
| Essential Standards | <p><u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> | <p><u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>CCSS.ELA-LITERACY.W.11-12.2 A-F Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |

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| | Semester 1: Unit 5b | Semester 2: Unit 6 |
| Unit Topic Overview | Poetry Research and Analysis Writing Project and Presentation | Novel Unit: |
| Reading | Multiple works of poetry by one author Analytical Articles Scholar Journals Electronic Sources | Diaz, <u>The Brief Wondrous Life of Oscar Wao</u> |

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| Writing | Advanced Synthesis Essay | Analytical Essay |
| Big Ideas | Analyzing the development of common themes, concepts and ideas within the body of an author's work Studying multiple works by the same author can result in a deeper understanding of individual works. | Critical Lenses Allusions/footnotes Masculinity |
| Multimedia Links | https://www.poetryfoundation.org/ https://www.newyorker.com/magazine/2020/05/18/the-fearless-invention-of-one-of-las-greatest-poets | https://www.theatlantic.com/politics/archive/2015/06/the-brief-and-tragic-life-of-kalief-browder/395156/ |
| Essential Questions | How does one determine a common theme over multiple texts? How does one connect texts across multiple texts, genres and cultural context? What supporting evidence best supports a synthesis essay? | |
| Enduring Understandings | Synthesis is finding common themes across multiple texts, genres and cultural contexts AND analyzing them both independently and holistically. | |
| Assessments | Synthesis Essay w/ MLA citation | |
| Essential Classroom Content | Weekly Vocabulary | Weekly Vocabulary |
| Essential Standards | CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS.ELA-LITERACY.W.11-12.1 A-E Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |

| | Semester 2: Unit 8 | Semester 1: Unit 9 |
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| Unit Topic Overview | | <p>Drama Unit, Act II</p> <p>Scholar's Choice</p> <p>Students will choose from multiple options. Some possibilities include: Macbeth, Othello, She Kills Monsters, Fences,</p> |
| Reading | | |
| Writing | | |
| Big Ideas | | |
| Multimedia Links | <p>https://www.newyorker.com/books/page-turner/ralph-ellis-ins-visible-man-as-a-parable-of-our-time</p> <p>https://www.theatlantic.com/politics/archive/2016/06/black-journalist-and-the-racist-mountain/484808/</p> <p>https://www.theatlantic.com/politics/archive/2016/01/hillary-clinton-reconstruction/427095/</p> <p>https://www.theatlantic.com/politics/archive/2016/01/tanehisi-coates-reparations/427041/</p> <p>https://www.newyorker.com/news/the-new-yorker-interview/ta-nehisi-coates-revisits-the-case-for-reparations</p> | |
| Essential Questions | | |
| Enduring Understandings | | |
| Assessments | | |
| Essential Classroom Content | | |
| Essential Standards | <p>CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version</p> | <p>CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the</p> |

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| | <p>interprets the source text. CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <u>CCSS.ELA-LITERACY.W.11-12.3 A-E</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). CCSS.ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CCSS.ELA-LITERACY.W.11-12.9 A-B Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
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Guide to Implementing AF Math: Grade K

This document is designed to guide teachers through each component of the Achievement First Elementary School Math Curriculum. It gives an overview of the program as a whole and then each component individually. It includes the purpose of each component and suggested ways to implement them within the school day and week.

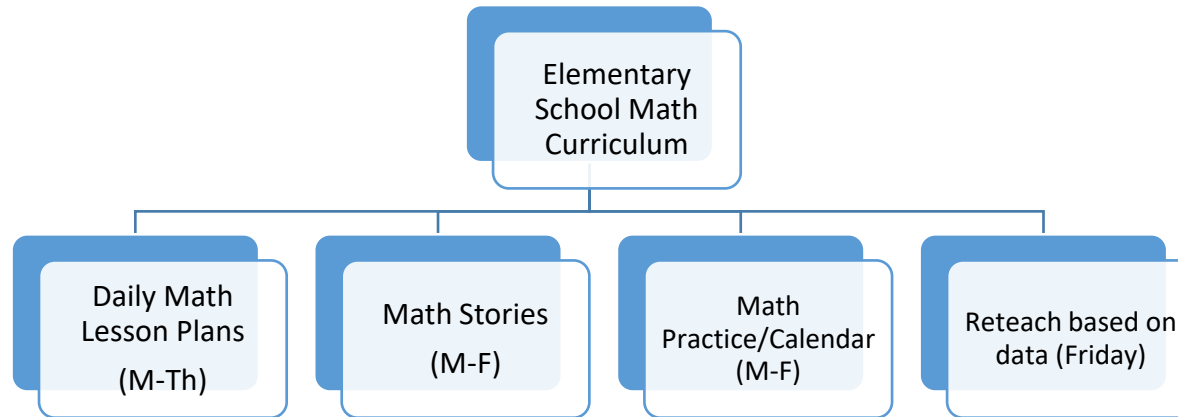
In this document, you will also find the daily lesson standards, lesson aims, and review standards for each unit throughout the year. It is noted throughout the document whether the lesson or review material is on grade level and any resources used.

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Program Overview: Components of Achievement First's Mathematics Program

Our program aims to see the mathematical practices come to life through the shifts ([focus](#), [coherence](#), [rigor](#)) called for by the standards. For students to engage at equal intensities weekly with all 3 tenets, we structure our program into three main daily components Monday-Thursday: Math Lesson, Math Stories and Math Practice. Additionally, students engage in Math Practice and strategic data-based reteach lessons each Friday in order for scholars to achieve the fluencies and procedural skills required. See the diagram below followed by each Category Overview for more information.



Potential Weekly and Daily Schedule Based on 85 Minutes*

| Day 1** | Day 2 | Day 3 | Day 4 | Day 5 |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|
| <u>Math Lesson</u> : 45 min | <u>Math Lesson</u> : 45 min | <u>Math Lesson</u> : 45 min | <u>Math Lesson</u> : 45 min | <u>Reteach based on data</u> : 45 min |
| <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min |
| <u>Calendar/Practice</u> : 15 min | <u>Calendar/Practice</u> : 15 min | <u>Calendar/Practice</u> : 15 min | <u>Calendar/Practice</u> : 15 min | <u>Calendar/Practice</u> : 15 min |

*If a school has less than 85 minutes of math, then component minutes can be adjusted.

**The daily schedule does not have to follow this particular order and can be moved around to best suit the daily schedule at the school.

Game Introduction Lesson

Purpose:

- To enable students to make connections, identify and practice multiple strategies, and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and a carefully selected game.
- To reveal and develop students’ interpretations of significant mathematical ideas and how these connect to their other knowledge.

| Component Name | <u>Introduction</u> | ➔ | <u>Workshop</u> | ➔ | <u>Mid-Workshop Interruption</u> | ➔ | <u>Discussion</u> | ➔ | <u>Closing & Exit Ticket</u> |
|--------------------------|--|---|--|---|---|---|--|---|--|
| Component Purpose | Develop initial understanding of the concept, the associated strategies, and the game used to practice the concept | | Collaborative processing time to continue to develop understanding of prioritized concept and strategy | | Responds to data by discussing strategies from observations and/or clarifies a shared misconception | | Summarize the day’s learning, share efficient strategies, clarify misconceptions, and/or apply strategies to a new problem | | As relevant, students complete an exit ticket or skill fluency practice to show evidence of learning |
| Component Timing | 10-15 minutes | | 15-20 minutes | | 3-5 minutes | | 5-7 minutes | | 3-5 minutes |

Task Based Lesson

Purpose:

- Students make sense of the mathematics they’ve learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

| Component Name | <u>Understand</u> | ➔ | <u>Exploration</u> | ➔ | <u>Discussion</u> | ➔ | <u>Extension</u> | ➔ | <u>Evaluation</u> |
|--------------------------|--|---|---|---|--|---|---|---|--|
| Component Purpose | Initial engagement by students to visualize and understand the task and what the solution requires | | Aligned to the problem solving approach, students leverage prior knowledge to develop, test, and revise solution strategies | | Present understanding developed and strategies utilized during Exploration, and make connections to and name new concepts and skills | | Time to apply acquired knowledge by building on or extending concepts and/or skills | | Assess knowledge development and effectiveness of the lesson |
| Component Timing | 3-5 minutes | | 10-12 minutes | | 15-20 minutes | | 10-15 minutes | | 5-10 minutes |

Math Practice

Purpose: To facilitate the making of connections and build fluency or solidify understandings of the skills and concepts students have acquired throughout the week and to strategically revisit concepts.

| Component Name | Practice & Discussion | → | Calendar |
|-------------------|--|---|---|
| Component Purpose | Students practice targeted review problems and discuss common misconceptions or various solution strategies used | | Students do calendar math and counting routines |
| Component Timing | 10 minutes | | 5 minutes |

Math Reteach

Purpose: To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of the concepts. Lessons are devoted to concepts and skills for which many students have previously demonstrated unacceptable levels of mastery.

| Component Name | Framing | → | Error Analysis | → | Aligned Practice | → | Exit Ticket |
|-------------------|--|---|---|---|--|---|--|
| Component Purpose | Frame includes culture conversation about scores, importance of content, malleable intelligence, or perseverance | | Students analyze an example and non-example in order to clarify misconceptions and deepen understanding | | Practice engages students in continued thinking about growth area through solving problems, analyzing work, and writing explanations | | Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill |
| Component Timing | 3 minutes | | 10-12 minutes | | 15-20 minutes | | 5 minutes |

Program Overview: Scope and Sequence Detail

The rest of this document is designed to help teachers identify the standards on which each lesson within a unit is focused, whether on grade level or not. You will find the daily lesson aims within each unit and the standards addressed within that lesson. Not every lesson is entirely focused on grade level standards, and, therefore, some lessons can be used for either remediation or enrichment. This will be denoted within each unit with an R (remediation), O (on grade level) or E (enrichment). Furthermore, an asterisk is used to denote a standard that is not addressed in its entirety in that single lesson.

This document can be used to further inform teachers about how to ensure scholars have sufficient practice with all of the Common Core State Standards. Standards or parts thereof that are bolded are addressed within a lesson but with limited exposure. It is recommended that teachers supplement the lessons addressing these standards by using the AF Practice Workbooks to ensure mastery for all students. Recommendations for when to revisit these standards during Math Practice are noted in the Practice section of each unit.

Unit One: Sorting & Counting

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes / Rationale for Action |
|-----------------------------|---|--|--------|--|
| 1 | <p>Introduction to Math Workshop SWBAT use math materials appropriately by handling manipulatives gently, taking one handful at a time, keeping manipulatives on the mat, and sharing materials with their teammates. SWBAT describe math manipulatives by noticing color, shape, size, and quantity.</p> | <p>K.CC.B.5* Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p>K.MD.B.3* Classify objects into given categories; count the number of objects in each category; sort categories by quantity.</p> | R | <ul style="list-style-type: none"> While the standards listed are embedded in this lesson, the lesson focuses on habits of the math classroom, and therefore, the standards are not addressed directly or sufficiently. Teachers may opt to remove this lesson from the sequence if they feel it is not necessary in their classroom. |
| 2 | <p>Introduction to Math Workshop or Sort by Color SWBAT use math materials appropriately by handling manipulatives gently, taking one handful at a time, keeping manipulatives on the mat, and sharing materials with their teammates. SWBAT describe math manipulatives by noticing color, shape, size, and quantity. SWBAT sort manipulatives by noticing their colors and putting manipulatives that are the same color together.</p> | <p>K.MD.B.3 Classify objects into given categories; count the number of objects in each category; sort categories by quantity.</p> | O | |
| 3 | <p>Pattern Block Grab SWBAT sort pattern blocks by noticing their attributes (shape, color) and putting manipulatives that have a common attribute together. SWBAT determine how many objects are in each group by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know) (extension)</p> | <p>K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> | O | <ul style="list-style-type: none"> Students will only work within a magnitude of 10 in this lesson. In order to ensure students get sufficient practice to move towards mastery of K.CC.A.3, K.CC.B.4, and K.CC.B.5, teachers should refer to Grade K Practice Workbook for additional at-bats. In order to ensure students get sufficient practice to move towards mastery of K.MD.3, teachers should refer to Grade K Practice Workbook for additional at-bats. |
| 4 | <p>Attribute Block Grab SWBAT sort attribute blocks by noticing their attributes (size, shape, color) and putting manipulatives that have a common attribute together. SWBAT determine how many objects are in each group by using a counting strategy that</p> | | | |

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| | works for them (move and count, touch and count, point and count, look and count, just know) (extension). | K.CC.B.5* Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. | | |
| 5 | Attribute Block Grab (sort 2 ways) SWBAT sort attribute blocks in two different ways by noticing their attributes (size, shape, color) and putting manipulatives that have a common attribute together. SWBAT determine how many objects are in each group by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know) (extension). | K.MD.B.3 Classify objects into given categories; count the number of objects in each category; sort categories by quantity. | | |
| 6 | Counting Jar/Bags (1-10) SWBAT determine and write how many objects in a set by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know). | K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. | 0 | <ul style="list-style-type: none"> Students will only work within a magnitude of 10 in this lesson. |
| 7 | Counting Jar/Bags (1-10) SWBAT determine how many objects in a set by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know). SWBAT represent how many objects in a set by drawing a picture and writing numerals 1-10. | K.CC.B.5* Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. | 0 | |
| 8 | Roll & Record 1 (1-6) SWBAT determine and write how many dots in a set by using a counting strategy that works | K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing | 0 | <ul style="list-style-type: none"> Students will only work within a magnitude of 10 in this lesson. |

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| | for them (touch and count, point and count, look and count, just know). | a count of no objects). | | |
| 9 | Roll & Record 1 (5-10) SWBAT determine and write how many dots in a set by using a counting strategy that works for them (touch and count, point and count, look and count, just know). | K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5* Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. | | |
| 10 | Build It (1-10) SWBAT count out and represent a quantity 1-10 by using a strategy that works for them (move and count, touch and count, point and count, look and count, just know). SWBAT identify numerals 1-10 by using a strategy that works for them (count up from the number line/hundreds chart, just know). | K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. | | <ul style="list-style-type: none"> Students will only work within a magnitude of 10 in these lessons. |
| 11 | Draw It (1-10) SWBAT represent a quantity 1-10 by using a strategy that works for them (draw and count, just know) SWBAT identify numerals 1-10 by using a strategy that works for them (count up from the number line/hundreds chart, just know). | K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. | O | |
| 12 | Inventory Bags (1-10) (focus on 5-10) SWBAT determine and write how many objects in a set by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know). SWBAT count out and represent a quantity 1-10 by using a strategy that works for them | K.CC.B.5* Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. | | |

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| | (move and count, touch and count, point and count, look and count, just know). SWBAT write numerals 1-6 by using a strategy that works for them (count up on number line/hundreds chart, just know). | | | |
| 13 | Bear Tracks SWBAT to determine how many in a set and build an equivalent set by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know). | K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5* Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. | | <ul style="list-style-type: none"> • Students will only work within a magnitude of 10 in this lesson. |
| 14 | Flex | | | O |
| 15 | Unit Assessment | | | O |
| Math Practice | | | | |
| Practice Workbook A: | | | | |
| <ul style="list-style-type: none"> - K.CC.A.3 (to 10) – Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). - K.CC.B.4c – Understand the relationship between numbers and quantities; connect counting to cardinality. (c) Understand that each successive number name refers to a quantity that is one larger. - K.CC.B.5 (to 10) – Count to answer “How many?” questions. Count objects up to 20, arranged in a line, a rectangular array, or a circle. - K.MD.B.3 - Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by the count. | | | | |

Unit Two: Geometryⁱⁱ

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|---|
| 1 | <p>2D Shapes Intro SWBAT identify 2D shapes (triangle, square, rectangle, circle) by noticing their attributes (sides and corners). SWBAT create 2D shapes (triangle, square, rectangle) by noticing their attributes.</p> | <p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> | O | <ul style="list-style-type: none"> Students will model shapes on geoboards in this lesson. If teachers prefer, they may opt to have students model shapes with other tools, such as sticks and clay balls. In order to ensure students get sufficient practice to move towards mastery of K.G.A.2, teachers should refer to Grade K Practice Workbook for additional at-bats. |
| 2 | <p>ID Blocks and Build with Geoboards SWBAT identify 2D shapes (triangle, square, rectangle, circle, hexagon) by noticing their attributes (sides and corners). SWBAT create 2D shapes (triangle, square, rectangle, hexagon) by noticing their attributes.</p> | | | |
| 3 | <p>ID Blocks and Build with Geoboards SWBAT identify 2D shapes (triangle, square, rectangle, circle) by noticing their attributes (sides and corners). SWBAT create 2D shapes (triangle, square, rectangle) by noticing their attributes.</p> | | | |
| 4 | <p>Positional Words SWBAT describe the location of a shape using positional words (above, below, beside, next to, in front of, behind) by noticing the position of the shape in relation to another object.</p> | <p>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i></p> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of K.G.A.1, teachers should refer to Grade K Practice Workbook for additional at-bats. |
| 5 | <p>Pattern Block Puzzles SWBAT compose 2D shapes out of other 2D shapes by noticing their attributes (sides, corners).</p> | <p>K.G.B.6 Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p> | O | |
| 6 | <p>Pattern Block Puzzles SWBAT compose 2D shapes out of other 2D shapes by noticing their attributes (sides, corners).</p> | | | |
| 7 | <p>Match 3D Faces to 2D Shapes SWBAT identify and describe 3D solids (cone, cylinder, sphere, cube) by noticing their</p> | <p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> | O | |

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| | attributes (faces). SWBAT match the faces of 3D solids to 2D shapes. | K.G.B.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | | |
| 8 | 3D Solid Hunt SWBAT identify and describe 3D solids (cone, cylinder, sphere, cube) by noticing their attributes (faces). SWBAT match the faces of 3D solids to 2D shapes. | K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). | | |
| 9 | 2D Shapes vs. 3D Solids SWBAT sort 2D shapes and 3D solids by noticing their attributes (using manipulatives). | K.G.B.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | | |
| 10 | 2D Shapes vs. 3D Solids SWBAT sort 2D shapes and 3D solids by noticing their attributes (using pictures). | K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). | O | |
| 11 | Task Based Lesson: SWBAT determine how many corners altogether by using their knowledge of shape attributes and counting all or counting on. | K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). | E | <ul style="list-style-type: none"> In this lesson students will be asked to solve an application task that requires them to use their knowledge of shapes learned in this unit. This type of application work is not required by the standard, and therefore teachers may opt to use this lesson for enrichment purposes. |
| 12 | Unit Assessment | | O | |

PROGRESS MONITORING (post Unit 2)

Math Practice

Practice Workbook A:

- K.CC.B.4c – Understand the relationship between numbers and quantities; connect counting to cardinality. (c) Understand that each successive number name refers to a quantity that is one larger.
- K.CC.B.5 - Count to answer “How many?” questions. (b) Count objects up to 10, in a scattered configuration.

Practice Workbook B:

- K.G.A.1 (position words) – Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.A.2 – Correctly name shapes regardless of their orientations or overall size.

Unit Three: Countingⁱⁱⁱ

| Lesson Number and Daily Aim | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|--|---|----------|---|
| <p>1 Roll and Record 2 (2-12) SWBAT find the total of two groups by using a counting strategy that works for them (move and count, touch and count, point and count, look and count).</p> | <p>K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.B.5* Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> | <p>0</p> | <ul style="list-style-type: none"> • Students will only work within a magnitude of 12 for this lesson. • In order to ensure students get sufficient practice to move towards mastery of K.CC.A.3, teachers should refer to Grade K Practice Workbook for additional at-bats. • In order to ensure students get sufficient practice to move towards mastery of K.CC.B.5, teachers should refer to Grade K Practice Workbook for additional at-bats. |
| <p>2 Roll and Record 2 (2-12) SWBAT find the total of two groups by using a counting strategy that works for them (move and count, touch and count, point and count, look and count).</p> | <p>K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> | <p>0</p> | <ul style="list-style-type: none"> • Students will only work within a magnitude of 12 for this lesson. |

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| | | <p>K.C.C.B.5*</p> <p>Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> | | |
| 3 | <p>Roll and Record 3 (3-18) SWBAT find the total of 3 groups by using a counting strategy that works for them (move and count, touch and count, point and count, look and count).</p> | <p>K.C.C.A.1*</p> <p>Count to 100 by ones and by tens.</p> <p>K.C.C.A.3*</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>K.C.C.B.4.a-b</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.C.C.B.5*</p> <p>Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> | 0 | <ul style="list-style-type: none"> • Students will only be expected to count by 1s in this unit, therefore only partially addressing K.C.C.A.1. Counting by tens will be mastered in a later unit. • Students will only work within a magnitude of 18 for this lesson. |
| 4 | <p>Collect 15 (could be Collect 20 for some based on previous lesson) SWBAT determine how many objects are needed to make 15 (or 20) by using a strategy that works for them (count the empty squares, count on).</p> | <p>K.C.C.A.1*</p> <p>Count to 100 by ones and by tens.</p> <p>K.C.C.A.3</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> | 0 | <ul style="list-style-type: none"> • Students will only work within a magnitude of 20 for this lesson. |
| 5 | <p>Grab & Count (small objects; cereal/fruit loops can be helpful here) SWBAT determine how many objects in a set (10-20) by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know).</p> | <p>K.C.C.B.4.a-b</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the</p> | | |

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| | SWBAT represent how many objects in a set by drawing a picture and writing numerals 10-20. | standard order, pairing each object with one and only one number name and each number name with one and only one object. | | |
| 6 | Inventory Bags SWBAT determine how many objects in a set (10-20) by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know). SWBAT represent how many objects in a set by drawing a picture and writing numerals 10-20. | b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5* | | |
| 7 | Inventory Bags SWBAT determine how many objects in a set (10-20) by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know). SWBAT represent how many objects in a set by drawing a picture and writing numerals 10-20. | Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. | | |
| 8 | Donut Decoration- Counting in a circle or scattered arrangement (concrete) SWBAT determine how many objects in a set (10-20) by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know). | | | |
| 9 | Donut Decoration- Counting in a circle or scattered arrangement (pictorial) SWBAT determine how many pictures in a set (10-20) by using a counting strategy that works for them (touch and count, point and count, look and count) and a strategy to keep track of the count (check and count, cross off and count, label and count). | | | |
| 10 | Task Based Lesson | K.CC.A.1* Count to 100 by ones and by tens. K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only | E | <ul style="list-style-type: none"> In this lesson students will be asked to solve an application task that requires them to use their knowledge of counting learned in this unit. This type of application work is not required by the standard, and therefore teachers may opt to use this lesson for enrichment purposes. |

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| | | <p>one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.B.5*</p> <p>Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> | | |
| 11 | <p>Make it with Tens</p> <p>SWBAT count by tens by thinking about the pattern in the numbers.</p> | <p>K.CC.A.1</p> <p>Count to 100 by ones and by tens.</p> | O | |
| 12 | <p>Baby Bear’s Adventure</p> <p>SWBAT count to 50 by ones by thinking about the pattern in the numbers.</p> | <p>K.CC.A.1*</p> <p>Count to 100 by ones and by tens.</p> | O | <ul style="list-style-type: none"> Students will only count to 50 in this lesson. |
| 13 | <p>Task Based Lesson</p> | <p>K.CC.A.1*</p> <p>Count to 100 by ones and by tens.</p> <p>K.CC.A.3</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>K.CC.B.4.a-b</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.B.5*</p> <p>Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that</p> | E | <ul style="list-style-type: none"> In this lesson students will be asked to solve an application task that requires them to use their knowledge of counting learned in this unit. This type of application work is not required by the standard, and therefore teachers may opt to use this lesson for enrichment purposes. |

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| | | many objects. | | |
| 14 | One more SWBAT identify and state one more than a given number by using a strategy that works for them (build it-fingers/manipulatives, count up on the number line/hundreds chart, use the counting sequence, just know). | K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). | | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of K.CC.B.4.c, teachers should refer to Grade K Practice Workbook for additional at-bats. |
| 15 | One more SWBAT identify and state one more than a given number by using a strategy that works for them (build it-fingers/manipulatives, count up on the number line/hundreds chart, use the counting sequence, just know). | K.CC.B.4.c Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger. | O | |
| 16 | One less SWBAT identify and state one less than a given number by using a strategy that works for them (build it-fingers/manipulatives, count back on the number line/hundreds chart, count back using the counting sequence, just know). | | | |
| 17 | One less SWBAT identify and state one less than a given number by using a strategy that works for them (build it-fingers/manipulatives, count back on the number line/hundreds chart, count back using the counting sequence, just know). | | | |
| 18 | Unit Assessment | | O | |

INTERIM ASSESSMENT TWO (post Unit 3)

Math Practice

Practice Workbook A:

- K.CC.B.4c – Understand the relationship between numbers and quantities; connect counting to cardinality. (c) Understand that each successive number name refers to a quantity that is one larger.

Practice Workbook B:

- K.G.A.1 (position words) – Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Practice Workbook C:

- K.CC.A.3 (to 20) - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
- K.CC.B.5 (to 20) - Count to answer “How many?” questions. (a) Count objects up to 20, arranged in a line, a rectangular array, or a circle.

Unit Four: Measurement ^{iv}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|----------------------------|
| 1 | Length- Longer or Shorter? SWBAT determine which object is longer/shorter by using a measuring strategy that works for them (making the edges match, lining up the objects). | K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> | O | |
| 2 | Length- Longer or Shorter? SWBAT determine which object is longer/shorter or taller/shorter by using a measuring strategy that works for them (making the edges match, lining up the objects). | | | |
| 3 | Weight- Heavier or Lighter? SWBAT determine which object is heavier/lighter by using a measuring strategy that works for them (hefting, using a balance). | | | |
| 4 | Weight- Heavier or Lighter? SWBAT determine which object is heavier/lighter by using a measuring strategy that works for them (hefting, using a balance). | | | |
| 5 | Capacity- Holds more or less? SWBAT determine whether a container holds more/less than another container by using a measuring strategy that works for them (pouring scoops of rice into the container). | | | |
| 6 | Capacity – Holds more or less? SWBAT determine whether a container holds more/less than another container by using a measuring strategy that works for them (pouring scoops of rice into the container). | | | |
| 7 | Capacity – Holds more or less? SWBAT determine whether a container holds more/less than another container by using a measuring strategy that works for them (pouring scoops of rice into the container). | | | |
| 8 | Measurable Attributes of a Single Object SWBAT describe the measurable attributes of an object by noticing its length, weight, and capacity. SWBAT determine which object is longer/shorter by using a measuring strategy | K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | O | |

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| | <p>that works for them (making the edges match, lining up the objects). SWBAT determine which object is heavier/lighter by using a measuring strategy that works for them (hefting, using a balance). SWBAT determine whether a container holds more/less than another container by using a measuring strategy that works for them (pouring scoops of rice into the container).</p> | | | |
| 9 | <p>Measurable Attributes of a Single Object SWBAT describe the measurable attributes of an object by noticing its length, weight, and capacity. SWBAT determine which object is longer/shorter by using a measuring strategy that works for them (making the edges match, lining up the objects). SWBAT determine which object is heavier/lighter by using a measuring strategy that works for them (hefting, using a balance). SWBAT determine whether a container holds more/less than another container by using a measuring strategy that works for them (pouring scoops of rice into the container).</p> | | | |
| 10 | <p>Task Based Lesson</p> | | E | <ul style="list-style-type: none"> In this lesson students will be asked to solve an application task that requires them to use their knowledge of measurement learned in this unit. This type of application work is not required by the standard, and therefore teachers may opt to use this lesson for enrichment purposes. |
| 11 | <p>Unit Assessment</p> | | O | |
| <p>Math Practice</p> | | | | |
| <p>Practice Workbook C:</p> <ul style="list-style-type: none"> K.CC.A.3 (to 20) - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) K.CC.A.5 (to 20) - Count to answer "How many?" questions. (a) Count objects up to 20, arranged in a line, a rectangular array, or a circle. | | | | |

Unit Five: Counting and Comparing^v

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|--|
| 1 | Build and Compare (cubes) SWBAT determine which group has more by using a strategy that works for them (comparing length of towers/matching cubes 1-to-1, using the number line, using the counting sequence, just knowing). | K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | O | |
| 2 | Build and Compare (cubes) SWBAT determine which group has more by using a strategy that works for them (comparing length of towers/matching cubes 1-to-1, using the number line, using the counting sequence, just knowing). | | | |
| 3 | Build & Order SWBAT determine which group has more by using a strategy that works for them (comparing length of towers/matching cubes 1-to-1, using the number line, using the counting sequence, just knowing) SWBAT order the groups by using a strategy that works for them (comparing length of towers/matching cubes 1-to-1, using the number line, using the counting sequence, just knowing)(beyond the standard). | K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | E | <ul style="list-style-type: none"> Students are asked to order three groups from least to greatest in this lesson, which is beyond what is required by the standard. Teachers may opt to use this lesson for enrichment purposes. |
| 4 | Build & Compare (pennies) SWBAT determine which group has more by using a strategy that works for them (matching pennies 1-to-1, using the number line, using the counting sequence, just knowing). | K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | O | |
| 5 | Compare (Day 1) SWBAT compare two numbers to determine which is greater and which is less by using a strategy that works for them (look at the pictures, use the number line, use the counting sequence, visualize, just know). | K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of K.CC.C.7, teachers should refer to Grade K Practice Workbook or additional at-bats. |
| 6 | Compare (Day 2) SWBAT compare two numbers to determine | | | |

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| | which is greater and which is less by using a strategy that works for them (look at the pictures, use the number line, visualize, use the counting sequence, just know). | | | |
| 7 | Compare (Day 3) SWBAT compare two numbers to determine which is greater and which is less by using a strategy that works for them (look at the pictures, use the number line, visualize, use the counting sequence, just know). | | | |
| 8 | Ordering Cards SWBAT put 3 number cards in order from least to greatest by using a strategy that works for them (look at the pictures, use the number line, use the counting sequence, just know) (beyond the standard). | K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. | E | <ul style="list-style-type: none"> Students are asked to order three number cards from least to greatest in this lesson, which is beyond what is required by the standard. Teachers may opt to use this lesson for enrichment purposes. |
| 0 | Task Based Lesson | K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. | E | <ul style="list-style-type: none"> In this lesson students will be asked to solve an application task that requires them to use their knowledge of comparing numbers learned in this unit. This type of application work is not required by the standard and therefore teachers may opt to use this lesson for enrichment purposes. |
| 10 | Counting to 100 – Fruit Loop Necklaces – Day 1 SWBAT orally count from 0 to 100 by knowing and using the counting sequence. | K.CC.A.1 Count to 100 by ones and by tens | | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards fluency with this standard, teachers should refer to Grade K Practice Workbook for additional at-bats. |
| 11 | Counting to 100 – Fruit Loop Necklaces – Day 2 SWBAT orally count from 0 to 100 by knowing and using the counting sequence. | | | |
| 13 | Unit Assessment | | O | |

INTERIM ASSESSMENT THREE (post Unit 5)

Math Practice

Practice Workbook C:

- K.CC.A.3 (to 20) - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
- K.CC.A.5 (to 20) - Count to answer "How many?" questions. (a) Count objects up to 20, arranged in a line, a rectangular array, or a circle.

Practice Workbook D:

- K.CC.C.7 – Compare two numbers between 1 and 10 presented as written numerals.

Unit Six: Addition and Subtraction^{vi}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|---|--------|----------------------------|
| 1 | Roll & Record SWBAT find the total of 2 dot cubes by using a strategy that works for them (count all, count on) and write a number sentence to match the dice. | K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | O | |
| 2 | Roll & Record SWBAT find the total of 2 dot cubes by using a strategy that works for them (count all, count on) and write a number sentence to match the dice. SWBAT find the total of 2 dot cubes by using a strategy that works for them (count all, count on) and write a number bond to match the dice. (extension) | | | |
| 3 | Inventory Bags SWBAT find the total of two groups by using a strategy that works for them (count all, count on) and write a number sentence to match the objects in the group. SWBAT find the total of 2 groups by using a strategy that works for them (count all, count on) and write a number bond to match the dice (extension). | | | |
| 4 | Put Together/Take Apart, Total Unknown (include AT-RU) SWBAT solve AT-RU, PT/TA-TU story problems by visualizing, representing, retelling, and solving problems. Examples: <ul style="list-style-type: none"> - AT-RU: Mrs. Jones had 5 pieces of paper. Mrs. Smith gave her 4 pieces of paper. How many pieces of paper does Mrs. Jones have now? - PT/TA-TU: 4 linking cubes and 3 bear counters were in the math bin. How many math tools were in the bin? | | | |
| 5 | Build & Remove SWBAT write a number sentence to represent a take away story. | | | |

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| 6 | Build & Remove SWBAT write a number sentence to represent a take away story. | | | |
| 7 | Take From/Take Apart SWBAT solve TF-RU story problems by visualizing, representing, retelling, and solving problems. Example: - TF-RU: 10 people were waiting in line at the store. 5 people left the line because it was too long. How many people are in line now? | K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | | O |
| 8 | Teddy Bear Picnic SWBAT solve addition and subtraction problems by using a strategy that works for them (count all, count on, count back). | K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | | O |
| 9 | Teddy Bear Picnic SWBAT solve addition and subtraction problems by using a strategy that works for them (count all, count on, count back). | K.OA.A.5 Fluently add and subtract within 5. | | |
| 10 | Mixed Story Problems (AT-RU, TF-RU, PT/TA-TU) SWBAT solve AT-RU, TF-RU, PT/TA-TU story problems by visualizing, representing, retelling, and solving problems. | K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | | O |
| 11 | Mixed Story Problems (AT-RU, TF-RU, PT/TA-TU) SWBAT solve AT-RU, TF-RU, PT/TA-TU story problems by visualizing, representing, retelling, and solving problems. | | | |
| 12 | Mixed Story Problems (AT-RU, TF-RU, PT/TA-TU) SWBAT solve AT-RU, TF-RU, PT/TA-TU story problems by visualizing, representing, retelling, and solving problems. | | | |
| 13 | Unit Assessment | | | O |

Math Practice

Practice Workbook C:

- K.CC.A.3 (to 20) - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)

Practice Workbook D:

- K.CC.C.7 – Compare two numbers between 1 and 10 presented as written numerals.

Practice Workbook E:

- K.CC.A.1 – Count to 100 by tens and ones.
- K.CC.A.2 – Count forward beginning with any number within the known sequence.
- K.OA.A.5 – Fluently add and subtract within 5.

Unit Seven: Compose and Decompose Numbers (0-10)^{vii}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|---|--------|---|
| 1 | <p>Gently Lay the Chips (4/5) SWBAT decompose a group of 4/5 into various combinations (number pairs) by using a strategy that works for them (counting the parts, looking at the parts, just knowing). SWBAT write an equation to show number pairs for a group of 4/5.</p> | <p>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> | 0 | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of K.OA.A.3, teachers should refer to Grade K Practice Workbook for additional at-bats. |
| 2 | <p>Arrangements of 6 SWBAT decompose a group of 6 into various combinations by using a strategy that works for them (counting the parts, looking at the parts, just knowing). SWBAT write an equation to show number pairs for a group of 6.</p> | | | |
| 3 | <p>Heads & Tails SWBAT decompose a group of 6, 7 into various combinations by using a strategy that works for them (counting the parts, looking at the parts, just knowing). SWBAT write an equation to show number pairs for a group of 6/7.</p> | | | |
| 4 | <p>Break the Train SWBAT decompose a group of 8, 9 into various combinations by using a strategy that works for them (counting the parts, looking at the parts, just knowing). SWBAT write an equation to show number pairs for a group of 8/9.</p> | | | |
| 5 | <p>Task Based Lesson: 5 Crayons in All SWBAT solve a PT/TA-BAU problem by using a strategy that works for them (visualizing, representing, retelling, and solving).</p> | | | |
| 6 | <p>Task Based Lesson: Apple Boxes- Day 5 (Contexts for Learning) SWBAT solve a PT/TA-BAU problem by using a strategy that works for them (visualizing, representing, retelling, and solving).</p> | | | |

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| 7 | Bunk Beds- Day 1/2 (Contexts for Learning) SWBAT solve a PT/TA-BAU problem by using a strategy that works for them (visualizing, representing, retelling, and solving). | | | |
| 8 | Up and Down the Ladder (Contexts for Learning) SWBAT decompose a group of 5-10 into various combinations by using a strategy that works for them (counting the parts, looking at the parts, just knowing). SWBAT write an equation to show number pairs for a group of 5-10 items. | | | |
| 9 | Total of 6/7 SWBAT determine the total of two groups by using a strategy that works for them (counting all, counting up, just knowing). | | | |
| 10 | Total of 8/9 SWBAT determine the total of two groups by using a strategy that works for them (counting all, counting up, just knowing) | | | |
| 11 | Task Based Lesson SWBAT solve a PT/TA-BAU problem by using a strategy that works for them (visualizing, representing, retelling, and solving). Example: - PT/TA-BAU: I baked 9 cookies to give to my friends. I want each friend to have some cookies. How many could I give to Julie and how many could I give to Tigo? (0+9 is not a solution) | | | |
| 12 | How Many to 10?- Day 1 SWBAT determine how many more to make ten by using a strategy that works for them (look at/count the empty squares, count up, just know). | K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of K.OA.A.4, teachers should refer to Grade K Practice Workbook for additional at-bats. |
| 13 | How Many to 10?- Day 2 SWBAT determine how many more to make ten by using a strategy that works for them (look at/count the empty squares, count up, just know). | | | |
| 14 | Rolling for Tens (Contexts for Learning) | | | |

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| | SWBAT make various combinations of 10 by using a strategy that works for them (count all, count up, use known facts). | | | |
| 15 | Task Based Lesson SWBAT determine how many more to make ten by using a strategy that works for them (make it, draw it, count on, count back, just know). | | | |
| 16 | Unit Assessment | | O | |
| Math Practice | | | | |
| <p>Practice Workbook D:</p> <ul style="list-style-type: none"> - K.CC.C.7 – Compare two numbers between 1 and 10 presented as written numerals. <p>Practice Workbook E:</p> <ul style="list-style-type: none"> - K.OA.A.5 – Fluently add and subtract within 5. <p>Practice Workbook F:</p> <ul style="list-style-type: none"> - K.OA.A.2 – Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. - K.OA.A.3 – Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). - K.OA.A.4 – For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. | | | | |

Unit Eight: Two-Digit Numbers^{viii}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|--|
| 1 | Bundles of Ten (Contexts for Learning: Organizing and Collecting) SWBAT compose teen numbers by bundling a group of ten ones and using a strategy that works for them (count all, count on, just know). | K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | 0 | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of K.NBT.A.1, teachers should refer to Grade K Practice Workbook for additional at-bats. |
| 2 | Bundles of Ten SWBAT compose teen numbers by bundling a group of ten ones and using a strategy that works for them (count all, count on, just know). | | | |
| 3 | Build It Teen Numbers SWBAT decompose teen numbers into a group of ten ones and some more ones using tens frames and a strategy that works for them (count out, just know). | | | |
| 4 | Build It Teen Numbers SWBAT decompose teen numbers into a group of ten ones and some more ones using tens frames and a strategy that works for them (count out, just know). | | | |
| 5 | Make Teen Numbers SWBAT compose teen numbers by looking at a group of ten ones and some more ones and using a strategy that works for them (count the dots, count on, just know). | | | |
| 6 | Make Teen Numbers SWBAT compose teen numbers by looking at a group of ten ones and some more ones and using a strategy that works for them (count the dots, count on, just know). | | | |
| 7 | Roll & Record, Teen Numbers SWBAT decompose teen numbers into a group of 10 ones and some more ones using a strategy that works for them (build it, draw it, use place value). | | | |
| 8 | Task Based Lesson- Beads SWBAT compare two teen numbers to determine which is greater/less than using a strategy that works for them (1-to-1 matching-manipulatives or pictures, using the number line, using the counting sequence, using place | | | |

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| | value) | | | |
| 9 | Compose It- 10-50 SWBAT compose numbers 10-30 by counting by tens and ones, and drawing a representation. | 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones— called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | E | <ul style="list-style-type: none"> These lessons extend into 1st grade standards, and therefore teachers may opt to use them for enrichment purposes. |
| 10/ 11 | Compose It- 10-50 SWBAT compose numbers 10-50 by counting by tens and ones, and drawing a representation. | | | |
| 12/ 13 | Decompose It- 10-50 SWBAT decompose numbers 10-50 into tens and ones by using cubes, pictures, or knowledge of place value. | | | |
| 14/ 15 | Roll & Record- Sticks & Dots SWBAT compose numbers 10-50 by representing the tens and ones with sticks and dots, and counting by tens and ones. | | | |
| 16 | Unit Assessment | | O | <ul style="list-style-type: none"> Items 4-7 on the unit assessment are aligned to 1.NBT.B.2, and therefore teachers may opt to remove these items for assessment purposes. |

Math Cumulative Review (Friday)

Practice Workbook E:

- K.OA.A.5 – Fluently add and subtract within 5.

Practice Workbook F:

- K.OA.A.3 – Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.A.4 – For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Practice Workbook G:

- K.NBT.A.1– Gain understanding of place value. (b) Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). (c) Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, $18 = 1 \text{ ten} + 8 \text{ ones}$, $18 = 10 + 8$).

Unit Nine: Exemplars^{ix}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|---|
| 1 | <p>Art Club: Mrs. Ling is getting her room ready for the Art Club. There are ten students in the Art Club. Mrs. Ling puts one chair on each side of a square table. Mrs. Ling puts one chair on each side of another square table. Does Mrs. Ling have enough chairs for all ten students in the Art Club? Show and tell how you know.</p> <p>SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all, count on, just know).</p> <p>SWBAT to justify their own work and analyze peer work by connecting their work back to the story.</p> | <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</p> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of K.OA.A.2, teachers should refer to Grade K Practice Workbook for additional at-bats. |
| 2 | <p>Peeling Carrots: Jake is helping Dad make a big pot of soup. The recipe says the soup needs ten peeled carrots. Jake peels two carrots but has to stop to take his dog for a walk. Dad says he will finish peeling the carrots. Dad thinks he needs to peel nine carrots. Is Dad correct? Show and tell how you know.</p> <p>SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count on, count back, just know).</p> <p>SWBAT to justify their own work and analyze peer work by connecting their work back to the story.</p> | <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</p> | O | |
| 3 | <p>Walking Home: Ted walks home from school. Ted sees three puppies. How many ears does Ted see? Show and tell how you know.</p> <p>SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count by 2s).</p> <p>SWBAT to justify their own work and analyze peer</p> | <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> | E | <ul style="list-style-type: none"> These tasks asks students to add three whole numbers, which is beyond what is required by the Kindergarten standards. Teachers may opt to use these lessons for enrichment purposes or revise to fit within |

| | | | | |
|---|--|--|---|--|
| | work by connecting their work back to the story. | | | the standard. |
| 4 | <p>Beads in a Bowl: The first friend takes 3 beads out of the bowl. The next friend takes 3 beads out of the bowl. The last friend takes 4 beads out of the bowl. There are no more beads in the bowl. How many beads were in the bowl? Show and tell how you know.</p> <p>SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all, count on). SWBAT to justify their own work and analyze peer work by connecting their work back to the story.</p> | <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> | E | |
| 5 | <p>Pink and Blue Beads (G1): Linda has pink beads and blue beads. Linda has some bags. Linda wants to put 11 beads in each bag. Some must be pink and some must be blue. How many different ways can Linda put pink beads and blue beads in bags? Show all your mathematical thinking.</p> <p>SWBAT solve a story problem by using a strategy that works for them (make it, draw it). SWBAT to justify their own work and analyze peer work by connecting their work back to the story.</p> | <p>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> | E | <ul style="list-style-type: none"> The task in this lesson asks students to decompose 11 into pairs in more than one way, which is beyond what the standard requires. Teachers may opt to use this lesson as enrichment or revise the magnitude in the task to fit within the standard. |
| 6 | <p>A New Fish Tank (G1): Erin has a new fish tank. First, Erin puts five fish in the new fish tank. Next, Erin puts six fish in the new fish tank. Last, Erin puts nine fish in the new fish tank. How many fish does Erin put in the new fish tank? Show all your mathematical thinking.</p> <p>SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all, count on). SWBAT to justify their own work and analyze peer work by connecting their work back to the story.</p> | <p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> | E | <ul style="list-style-type: none"> The task in this lesson asks students to add three whole numbers, totaling more than 10, which is beyond what the standard requires. Teachers may opt to use this lesson as enrichment or revise the magnitude in the task to fit within the standard. |
| 7 | <p>Ladybugs & Crickets (G1): Ben has 9 ladybugs and 5 crickets in his jar. Jill has 8 ladybugs and 7 crickets in her jar. Dad thinks they have the same amount of insects in each jar. Is Dad correct? Show and tell how you know.</p> <p>SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all, count on). SWBAT to justify their own work and analyze peer work by connecting their work back to the story.</p> | <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> | E | <ul style="list-style-type: none"> The task in this lesson asks students to add whole numbers, totaling more than 10, which is beyond what the standard requires. Teachers may opt to use this lesson as enrichment or revise the magnitude in the task to fit within the standard. |
| 8 | <p>Pennies & Cups (G1): Mom has a bowl of fifty pennies. Mom has four cups. Mom asks Lydia to put ten pennies in each cup. When Lydia is done,</p> | <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving</p> | E | <ul style="list-style-type: none"> The task in this lesson asks students to work beyond what the standard requires. Teachers may opt to use this lesson for |

| | | | | |
|----|---|--|---|---|
| | <p>she looks in the bowl. Lydia sees some pennies are still in the bowl. How many pennies are still in the bowl? Show and tell how you know.</p> <p>SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all). SWBAT to justify their work and analyze peer work by connecting their work back to the story.</p> | <p>situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> | | <p>enrichment purposes.</p> |
| 9 | <p>Making Lemonade (G1): Mary wants to make a small glass of lemonade and a large glass of lemonade. Mary needs the juice of four lemons to make a small glass of lemonade. Mary needs the juice of eight lemons to make a large glass of lemonade. Mary has fourteen lemons. Does Mary have enough lemons to make the two glasses of lemonade? Show all your mathematical thinking.</p> <p>SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all, count on, count back). SWBAT to justify their work and analyze peer work by connecting their work back to the story.</p> | <p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> | E | <ul style="list-style-type: none"> The task in this lesson asks students to work beyond what the standard requires. Teachers may opt to use this lesson for enrichment purposes. |
| 10 | <p>Sharing M&M's (G1): Alex has 7 red M&M's and some blue M&M's. Joe has 10 red M&M's and 1 blue M&M. Alex shows Joe his M&M's. Joe is happy because they have the same amount of M&M's to eat. Joe says it is fair. How many blue M&M's does Alex have? Show and tell how you know.</p> <p>SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all, count on, count back). SWBAT to justify their own work and analyze peer work by connecting their work back to the story.</p> | <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> | E | <ul style="list-style-type: none"> The task in this lesson asks students to work beyond what the standard requires. Teachers may opt to use this lesson for enrichment purposes. |

INTERIM ASSESSMENT FOUR (post Unit 9)

Math Practice

Practice Workbook F:

- K.OA.A.2 – Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.A.3 – Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.A.4 – For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Practice Workbook G:

- K.NBT.A.1– Gain understanding of place value. (b) Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). (c) Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, $18 = 1 \text{ ten} + 8 \text{ ones}$, $18 = 10 + 8$).

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Guide to Implementing AF Math: Grade 1

This document is designed to guide teachers through each component of the Achievement First Elementary School Math curriculum. It gives an overview of the program as a whole and then each component individually. It includes the purpose of each component and suggested ways to implement them within to school day and week.

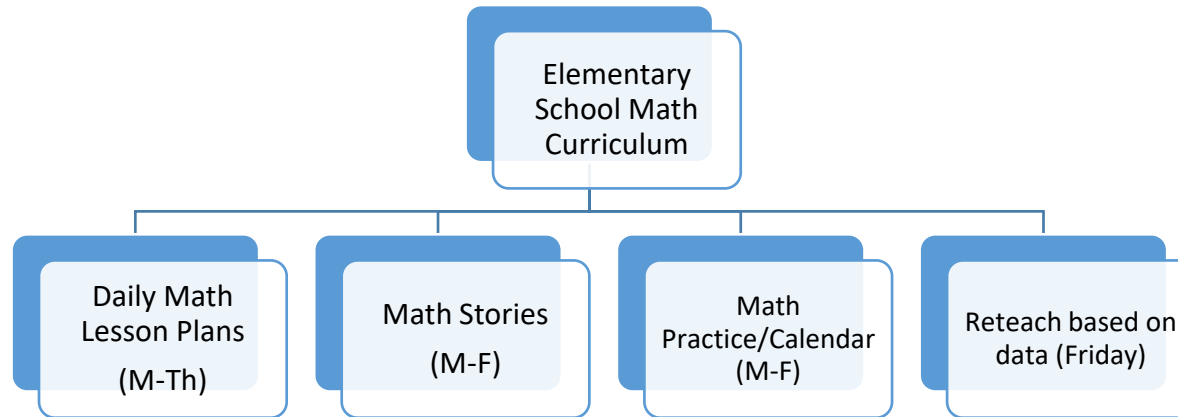
In this document you will also find the daily lesson standards, lesson aims, and review standards for each unit throughout the year. It is noted throughout the document whether the lesson or review material is on grade level and any resources used.

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Program Overview: Components of Achievement First's Mathematics Program

Our program aims to see the mathematical practices come to life through the shifts ([focus](#), [coherence](#), [rigor](#)) called for by the standards. For students to engage at equal intensities weekly with all 3 tenets, we structured our program into three main daily components Monday-Thursday: Math Lesson, Math Stories and Math Practice. Additionally, students engage in Math Practice and strategic data based reteach each Friday in order for scholars to achieve the fluencies and procedural skills required. See the diagram below followed by each Category Overview for more information.



Potential Weekly and Daily Schedule Based on 85 Minutes*

| Day 1** | Day 2 | Day 3 | Day 4 | Day 5 |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|
| <u>Math Lesson</u> : 45 min | <u>Math Lesson</u> : 45 min | <u>Math Lesson</u> : 45 min | <u>Math Lesson</u> : 45 min | <u>Reteach based on data</u> : 45 min |
| <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min |
| <u>Calendar/Practice</u> : 15 min | <u>Calendar/Practice</u> : 15 min | <u>Calendar/Practice</u> : 15 min | <u>Calendar/Practice</u> : 15 min | <u>Calendar/Practice</u> : 15 min |

* If a school has less than 85 minutes of math, then component minutes can be adjusted.

**The daily schedule does not have to follow this particular order and can be moved around to best suit the daily schedule at the school

Math Lesson Types

Game Introduction Lesson

Purpose:

- To enable students to make connections, identify and practice multiple strategies, and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and a carefully selected game.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

| Component Name | <u>Introduction</u> | ➔ | <u>Workshop</u> | ➔ | <u>Mid-Workshop Interruption</u> | ➔ | <u>Discussion</u> | ➔ | <u>Closing & Exit Ticket</u> |
|--------------------------|--|---|--|---|---|---|--|---|--|
| Component Purpose | Develop initial understanding of the concept, the associated strategies, and the game used to practice the concept | | Collaborative processing time to continue to develop understanding of prioritized concept and strategy | | Response to data by discussing strategies from observations and/or clarifies a shared misconception | | Summarize the day's learning, share efficient strategies, clarify misconceptions, and/or apply strategies to a new problem | | As relevant, students complete an exit ticket or skill fluency practice to show evidence of learning |
| Component Timing | 10-15 minutes | | 15-20 minutes | | 3-5 minutes | | 5-7 minutes | | 3-5 minutes |

Task Based Lesson

Purpose:

- Students make sense of the mathematics they've learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

| Component Name | <u>Understand</u> | ➔ | <u>Exploration</u> | ➔ | <u>Discussion</u> | ➔ | <u>Extension</u> | ➔ | <u>Evaluation</u> |
|--------------------------|--|---|---|---|--|---|---|---|--|
| Component Purpose | Initial engagement by students to visualize and understand the task and what the solution requires | | Aligned to the problem solving approach, students leverage prior knowledge to develop, test, and revise solution strategies | | Present understanding developed and strategies utilized during Exploration, and make connections to and name new concepts and skills | | Time to apply acquired knowledge by building on or extending concepts and/or skills | | Assess knowledge development and effectiveness of the lesson |
| Component Timing | 3-5 minutes | | 10-12 minutes | | 15-20 minutes | | 10-15 minutes | | 5-10 minutes |

Math Practice

Purpose: To facilitate the making of connections and build fluency or solidify understandings of the skills and concepts students have acquired throughout the week and to strategically revisit concepts.

| Component Name | Practice & Discussion | → | Calendar |
|-------------------|--|---|---|
| Component Purpose | Students practice targeted review problems and discuss common misconceptions or various solution strategies used | | Students do calendar math and counting routines |
| Component Timing | 10 minutes | | 5 minutes |

Math Reteach

Purpose: To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of the concepts. Lessons are devoted to concepts and skills for which many students have previously demonstrated unacceptable levels of mastery.

| Component Name | Framing | → | Error Analysis | → | Aligned Practice | → | Exit Ticket |
|-------------------|--|---|---|---|--|---|--|
| Component Purpose | Frame includes culture conversation about scores, importance of content, malleable intelligence, or perseverance | | Students analyze an example and non-example in order to clarify misconceptions and deepen understanding | | Practice engages students in continued thinking about growth area through solving problems, analyzing work, and writing explanations | | Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill |
| Component Timing | 3 minutes | | 10-12 minutes | | 15-20 minutes | | 5 minutes |

Program Overview: Scope and Sequence Detail

The rest of this document is designed to help teachers identify the standards on which each lesson within a unit is focused, whether on grade level or not. You will find the daily lesson aims within each unit and the standards addressed within that lesson. Not every lesson is entirely focused on grade level standards, and, therefore, some lessons can be used for either remediation or enrichment. This will be denoted within each unit with an R (remediation), O (on grade level) or E (enrichment). Furthermore, an asterisk is used to denote a standard that is not addressed in its entirety in that single lesson.

This document can be used to further inform teachers about how to ensure scholars have sufficient practice with all of the Common Core State Standards. Standards or parts thereof that are bolded are addressed within a lesson but with limited exposure. It is recommended that teachers supplement the lessons addressing these standards by using the AF Practice Workbooks to ensure mastery for all students. Recommendations for when to revisit these standards during Math Practice are noted in the Practice section of each unit.

Unit One: Countingⁱ

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|---|
| 1 | <p>Mystery Bags SWBAT count, keep track, and record amounts up to 40 by using a counting and representing strategy that makes sense to them and writing the total. SWBAT show excellent partner work by taking turns, politely asking if their partner would like to go first, using whisper voices, saying please and thank you, and offering to help if their partner is having difficulty.</p> | <p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> | R | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.NBT.A.1, teachers should refer to Grade 1 Practice Workbook for additional at-bats. While the standard listed is embedded in this lesson, the lesson focuses on habits of the math classroom, and therefore the standard is not addressed directly or sufficiently. Teachers may opt to remove this lesson from the sequence if they feel it is not necessary in their classroom. |
| 2 | <p>Collect 20 Together SWBAT count a set of objects up to 20 by taking turns rolling a dot cube with a partner, taking that many connecting cubes, and adding them to the amount they already have until they reach 20. SWBAT show excellent partner work by taking turns, politely asking if their partner would like to go first, using whisper voices, saying please and thank you, and offering to help if their partner is having difficulty.</p> | <p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> | O | |
| 3 | <p>Crossing the Decade Concentration Given a two-digit number with a 9 in the ones place, SWBAT identify the number that comes next by thinking about what decade follows and using the tools in the room to double-check (number line/hundreds chart). SWBAT show excellent partner work by taking turns, politely asking if their partner would like to go first, using whisper voices, saying please and thank you, and offering to help if their partner is having difficulty.</p> | <p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> | O | |
| 4 | <p>Counting Strips SWBAT count out loud and write numbers from 1-100 by thinking about the pattern and asking themselves what number comes next.</p> | | O | |
| 5 | <p>Counting Strips (day 2) SWBAT count out loud and write numbers from 1-120 (and beyond) by thinking about the pattern and asking themselves what number comes next.</p> | | O | |

| | | | | |
|----|---|--|---|--|
| 6 | Counting Strips (day 3)/Missing Numbers on the Hundred Chart SWBAT count out loud and write numbers from 1-120 (and beyond) by thinking about the pattern and asking themselves what number comes next. | | 0 | |
| 7 | Roll and Record- Number Bond! SWBAT represent part-part-whole relationships using number bonds. SWBAT combine two numbers by using a strategy that makes sense to them (count all, count on). | 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | 0 | |
| 8 | Roll and Record- Number Bond! SWBAT represent part-part-whole relationships using number bonds. SWBAT combine two numbers by counting on. | | 0 | |
| 9 | Hide-and-Peek (2-addends) SWBAT determine the missing addend by using a strategy that works for them (count on, fingers to subtract, use known facts). SWBAT represent part-part-whole relationships using number bonds. | | 0 | |
| 10 | Hide-and-Peek (3-addends) SWBAT determine the missing addend by using a strategy that works for them (count on, fingers to subtract, use known facts). SWBAT represent part-part-whole relationships using number bonds. | | 0 | |
| 11 | Unit Assessment | | 0 | |

Math Practice

Practice Workbook A:

1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

During Unit One and Unit Two, teachers may opt to revisit some foundational Kindergarten standards to support Grade 1 work. The following would be recommended standards to revisit from the AF Kindergarten Practice Workbook:

Practice Workbook E:

- K.OA.A.5 – Fluently add and subtract within 5.

Practice Workbook F:

- K.OA.A.3 – Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.A.4 – For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Practice Workbook G:

- K.NBT.A.1– Gain understanding of place value. (b) Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). (c) Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, $18 = 1 \text{ ten} + 8 \text{ ones}$, $18 = 10 + 8$).

Unit Two: Geometryⁱⁱ

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|---|--------|----------------------------|
| 1 | Shape Posters SWBAT identify and describe 2D shapes by making shape posters to articulate defining attributes. | 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes. | O | |
| 2 | Make the Shape- Defining Attributes SWBAT build and describe a shape by using its defining attributes. | | O | |
| 3 | Sorting Shape Cards SWBAT figure out the attributes of shapes in and out of the circle by thinking about the “rule.” SWBAT sort shapes by thinking about their attributes. | | O | |
| 4 | Fill the Hexagons SWBAT decompose a shape by asking, “Which smaller shapes could be put together to make the larger shape?” | 1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. | O | |
| 5 | Pattern Block Fill-In SWBAT decompose a shape by asking, “Which smaller shapes could be put together to make the larger shape?” | | O | |
| 6 | Different Ways to Fill a Shape SWBAT decompose a shape in different ways by asking, “Which smaller shapes could be put together to make the larger shape?” | | O | |
| 7 | More and Fewer SWBAT determine which shapes they need more of or fewer of to create a composite shape by thinking about the size of the shape they are using. | | O | |
| 8 | Create Composite Shapes Given a set of shapes, SWBAT compose a new shape. SWBAT use shapes that they have composed to compose new shapes. | | O | |
| 9 | TC – Illustrative Mathematics: Make Your Own Puzzle (could be 6 pieces)ⁱⁱⁱ Given a set of shapes, SWBAT compose a square. | O | | |
| 10 | 3D Solid Attribute Charts SWBAT identify and describe 3D shapes and compare their attributes by creating an attribute chart. | 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that | O | |
| 11 | 3D Solid Sort SWBAT sort three-dimensional objects into categories by their | | O | |

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| | shapes. | possess defining attributes. | |
| 12 | Task-Based Lesson | | O |
| 13 | Unit Assessment | | O |

PROGRESS MONITORING (post Unit 2)

Math Practice

Practice Workbook A:

1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

During Unit One and Unit Two, teachers may opt to revisit some foundational Kindergarten standards to support Grade 1 work. The following would be recommended to standards to revisit from the AF Kindergarten Practice Workbooks:

Practice Workbook E:

- K.OA.A.5 – Fluently add and subtract within 5.

Practice Workbook F:

- K.OA.A.3 – Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.A.4 – For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Practice Workbook G:

- K.NBT.A.1– Gain understanding of place value. (b) Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). (c) Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, $18 = 1 \text{ ten} + 8 \text{ ones}$, $18 = 10 + 8$).

Unit Three: Story Problems 1^{iv}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|---|--------|---|
| 1 | <p>Parts and Bonds</p> <p>Given a number, SWBAT determine 2 embedded numbers and represent the part/part/whole relationship with a number bond by using a strategy that makes sense to them (cubes, picture, known fact).</p> | <p>1.OA.C.6</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.OA.C.6, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 2 | <p>Investigations: 5 in a Row</p> <p>SWBAT find the total of two numbers by using a strategy that makes sense (count all, count on, just know). SWBAT represent part-part-whole relationships by using a number bond.</p> | <p>1.OA.C.6</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> | O | |
| 3 | <p>Roll and Record Subtraction</p> <p>SWBAT find the difference between two numbers by using a strategy that makes sense (pictures, count back, count up, use a known fact).</p> | <p>1.OA.B.4</p> <p>Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>1.OA.C.6</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> | O | |
| 4 | <p>Heads and Tails</p> <p>SWBAT find combinations of ten and represent with a number bond and equation by using a strategy that makes sense to them.</p> | <p>1.OA.B.3</p> <p>Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p> | O | |
| 5 | <p>Dot Addition</p> <p>Given a total, SWBAT determine two parts that make that total by using a strategy that makes sense to them (count all, count on, use a known fact).</p> | <p>1.OA.B.3</p> <p>Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p> | O | |
| 6 | <p>Rekenrek Bracelets</p> | | O | |

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| | <p>SWBAT determine all combinations of numbers to make ten by using a rekenrek bracelet.</p> <p>SWBAT represent a part/part/whole relationship by using a tape diagram.</p> | <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.</i></p> | | |
| 7 | <p>AT-RU, PT-TU Story Problems</p> <p>SWBAT solve story problems (AT-RU, PT-TU with 2 and 3 addends) by visualizing and representing in a way that makes sense to them.</p> <p>Examples:</p> <ul style="list-style-type: none"> - AT-RU: 14 birds were sitting on the tree. 6 more birds flew to the tree. How many birds are on the tree now? - PT-TU: 15 red apples were on the table. 3 green apples were on the table. How many apples were on the table? | <p>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> | 0 | |
| 8 | <p>AT-CU Story Problems</p> <p>SWBAT solve story problems (AT-CU) by visualizing and representing in a way that makes sense to them.</p> <p>Example:</p> <ul style="list-style-type: none"> - AT-CU: There were 7 witches at the party. Some more flew over on their broomsticks. Now there are 19. How many witches flew over? | <p>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> | 0 | |
| 9 | <p>AT-SU Story Problems</p> <p>SWBAT solve story problems (AT-SU) by visualizing and representing in a way that makes sense to them.</p> <p>Example:</p> <ul style="list-style-type: none"> - AT-SU: There were some dogs playing fetch in the park. 12 more dogs came to play. Now, there are 15 dogs playing | | 0 | |

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| | fetch in the park. How many were there at the beginning? | | |
| 10 | <p>TF-SU, TF-CU Story Problems SWBAT solve story problems (TF-SU, TF-CU) by visualizing and representing in a way that makes sense to them.</p> <p>Example:</p> <ul style="list-style-type: none"> - TF-SU: There were some pumpkin pies on the counter. Someone snuck in and ate 6 of them. Now there are 8 pumpkin pies on the counter. How many pumpkin pies were on the counter to start? - TF-CU: There were 30 scholars in Ithaca College. Some scholars got sick and had to go home. Now there are 27 scholars in Ithaca College. How many scholars went home sick? | | 0 |
| 11 | <p>PT/TA-TU Story Problems SWBAT solve story problems (PT/TA-TU) by visualizing and representing in a way that makes sense to them.</p> <p>Example:</p> <ul style="list-style-type: none"> - PT/TA-TU: Mr. Hernandez had a box of 14 crayons. 6 were broken. The rest were not broken. How many were not broken? | | 0 |
| 12 | <p>Peas and Carrots (PT/TA-BAU Story Problems- concrete) SWBAT solve BAU story problems by using cubes to represent and solve.</p> <p>Example:</p> <ul style="list-style-type: none"> - PT/TA-BAU: Ms. Russo had 20 awards to pass out to her class. Her class has boys and girls. How many could she pass out to the boys and how many could she pass out to the girls? (After they represent, find at least 4 different solutions.) (0+20 is a solution.) | | 0 |
| 13 | <p>Peas and Carrots (PT/TA-BAU Story Problems- pictorial) SWBAT solve BAU story problems by using pictures to represent and solve.</p> | | 0 |
| 14 | <p>Peas and Carrots (PT/TA-BAU Story Problems- equation)</p> | | 0 |

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| | SWBAT solve BAU story problems by using an equation to represent and solve. | | |
| 15 | TC – Comparing Cube Towers SWBAT compare quantities by using cubes to represent. | | o |
| 16 | TC – Comparing Cube Towers SWBAT compare quantities by using cubes to represent. | | o |
| 17 | Variation of Contexts for Learning: Capture Five SWBAT compare two quantities and determine what is needed to make them equivalent by subtracting on their fingers, counting on, or using known facts. | | o |
| 18 | Contexts for Learning: Capture Five (day 2) SWBAT compare two quantities and determine what is needed to make them equivalent by subtracting on their fingers, counting on, or using known facts. | | o |
| 19 | Compare DU (concrete) SWBAT solve compare story problems (C-DU) by using cubes to represent. Examples: - C-DU-M: Dontae has eaten 30 peanut butter and jelly sandwiches this year. Zion has eaten 18 peanut butter and jelly sandwiches this year. How many more sandwiches has Dontae eaten than Zion? - c-du-F: Hannah read 32 pages in her book. Ethan read 13 pages in his book. How many more did Hannah read than Ethan? | | o |
| 20 | Compare DU (pictorial) SWBAT solve compare story problems (C-DU) by using pictures to represent. | | o |
| 21 | Compare BU/SU (concrete) SWBAT solve compare story problems (C-BU/SU) by using cubes to represent. Examples: - C-BU-M: Mr. Tate has 23 more coffee mugs than Ms. Brinton. Ms. Brinton has 17 coffee mugs. How many coffee mugs does Mr. Tate have? - C-BU-F: Irene has 12 fewer dolls than Aakiyah. Irene has 25 dolls. How many dolls does Aakiyah have? - C-SU-F: Naseem has been to the park 20 fewer times than Za'miah. If Za'miah has been to the park 37 times, how many times has Naseem been to the park? | | o |

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| | - C-SU-M: Nasir hopped 15 more times than Brooke. Nasir hopped 24 times. How many times did Brooke hop? | | | |
| 22 | Compare BU/SU (pictorial) SWBAT solve compare story problems (C-BU/SU) by using pictures to represent. | | O | |
| 23 | TC – Extension problems (may be used as mixed practice of problem types instead if data calls for it) Exemplars: Recycling, Bean Plans, Cans of Paint, Books/Books/Books | 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | E | <ul style="list-style-type: none"> The tasks within this lesson are 2-step problems and therefore are aligned to 2.OA.A.1. Teachers may opt to skip this lesson or use it for extension purposes. |
| 24 | Unit Assessment | | O | |
| INTERIM ASSESSMENT TWO (post Unit 3) | | | | |
| Math Practice | | | | |
| Practice Workbook B: | | | | |
| - 1.OA.C.6 – Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. <i>(Recommended focus within 10 during Unit Three)</i> | | | | |

Unit Four: Data ^v

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|---|--|--|--------|---|
| 1 | Show the Data (cubes, picture graphs/charts, tally charts, tables) SWBAT show data by representing the data in a way that makes sense to them (cubes, picture graph/chart, tally chart, table). | 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.MD.C.4, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 2 | Analyze the Data (picture graphs/charts, tally charts, tables) SWBAT determine how many in each category and how many in all by looking at a chart or graph (picture graph/chart, tally chart, table) and using a strategy that makes sense to them (count all, count on). | | O | |
| 3 | Show the Data (bar graphs) SWBAT show data by representing the data with a bar graph. | | O | |
| 4 | Analyze the Data (bar graphs) SWBAT determine how many in each category and solve AT-RU problems by looking at a bar graph and using a strategy that makes sense to them (count up/across the graph, slide over to the axes and write an equation). | | O | |
| 5 | Compare Data- Day 1 SWBAT solve comparison problems using a data set by using the graph as a representation or creating their own representation to match the graph. | | O | |
| 6 | Compare Data- Day 2 SWBAT solve comparison problems using a data set by using the graph as a representation or creating their own representation to match the graph. | | O | |
| 7 | Unit Assessment | | O | |
| Math Practice | | | | |
| Practice Workbook B: | | | | |
| - 1.OA.C.6 – Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. | | | | |
| Practice Workbook E: | | | | |
| - 1.MD.C.4 – Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | | | | |

Unit 5: Addition & Subtraction_{v1}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|---|
| 1 | Understanding Commutative Property, Roll & Record (Addends Repositioned) SWBAT represent the same situation with multiple equations by repositioning the addends to understand that addition is commutative and will give the same result regardless of the order in which the addends are combined. | 1.OA.B.3 Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i> | O | |
| 2 | Understanding Commutative Property, Roll & Record (Addends Repositioned) SWBAT combine two numbers/amounts efficiently by counting on from the greater number. | | O | |
| 3 | Make 10 with 3 Addends SWBAT efficiently combine 3 numbers/amounts by using a strategy that makes sense to them and looking for opportunities to make ten (using the commutative property to combine 2 addends that would make 10 and/or using decomposition to make 10). | | O | |
| 4 | Break to Make 10 (pictures) SWBAT efficiently combine 2 numbers/amounts by using Make 10 with pictures (and decomposition). | | O | |
| 5 | Break to Make 10 (number bonds) SWBAT efficiently combine 2 numbers/amounts by using Make 10 with number bonds. | | O | |
| 6 | Contexts for Learning: Capture Ten SWBAT combine 2 numbers by using Make 10 and match with an equivalent equation. | | O | |
| 7 | Roll & Record, Subtraction SWBAT subtract one number from another by using a strategy that makes sense to them (fingers, count back, count up, make 10, just know). | 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.OA.D.7, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 8 | Relate Addition to Subtraction SWBAT rewrite subtraction problems as addition problems by thinking about how the parts and whole relate to each other and how they could use count up to solve. | 1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i> | O | |
| 9 | Fact Families Given an addition fact, SWBAT generate another addition fact and two subtraction facts by relating the parts and whole. | 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.OA.C.6, teachers should |

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| | SWBAT explain why seeing addition as subtraction and subtraction as addition is useful in missing addend/subtrahend situations. | <p>Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p> | | <p>refer to Grade 1 Practice Workbook for additional at-bats.</p> <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.OA.D.8, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 10 | <p>Count Up to find Unknown Part SWBAT subtract one number from another by using addition, thinking about the missing part, and counting up.</p> | <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> | O | |
| 11 | <p>True or False? (manipulatives) SWBAT determine whether two expressions are equal by asking, “are the expressions the same?” and “do they show the same amount?” using manipulatives. SWBAT revise false equations to make them true by using what they know about the equal sign and addition and subtraction to change the numbers.</p> | <p>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> | O | |
| 12 | <p>True or False? (pictures) SWBAT determine whether two expressions are equal by asking, “are the expressions the same?” and “do they show the same amount?” by using pictures. SWBAT revise false equations to make them true by using what they know about the equal sign and addition and subtraction to change the numbers.</p> | | O | |
| 13 | <p>True Match SWBAT determine if an equation is true or false by thinking about what the equal sign means.</p> | | O | |
| 14 | <p>Make It Equal! SWBAT create true equations by using what they know about the equal sign and addition and subtraction to find the missing addend.</p> | | O | |

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| 15 | Task-Based Lesson | <p>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> | O | |
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| 16 | Unit Assessment | | O | |
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INTERIM ASSESSMENT THREE (post Unit 5)

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| Math Practice | | | | |
| Practice Workbook B: | | | | |
| <ul style="list-style-type: none"> - 1.OA.C.6 – Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. | | | | |
| Practice Workbook C: | | | | |
| <ul style="list-style-type: none"> - 1.OA.C.7 – Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. - 1.OA.C.8 – Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. | | | | |

Unit Six: Two-Digit Numbers^{vii}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|--|
| 1 | Compose It- 10-99 SWBAT compose numbers 10-99 by counting by tens and ones, and drawing a representation. | 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.NBT.B.2, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 2 | Decompose It- 10-99 SWBAT decompose numbers 10-99 into tens and ones by using cubes, pictures, or knowledge of place value. | | O | |
| 3 | Roll & Record- Sticks & Dots SWBAT compose numbers 10-99 by representing the tens and ones with sticks and dots, and counting by tens and ones. | | O | |
| 4 | Roll & Record- Expanded Notation SWBAT represent numbers 10-99 using expanded notation by thinking about how many tens and how many ones. | | O | |
| 5 | Mystery Number SWBAT determine ten more or less or one more or one less than a two-digit number by using a strategy that makes sense to them (cubes, sticks and dots, count on/back by tens or ones, just know). | | O | |
| 6 | Mystery Number SWBAT determine ten more or less or one more or one less than a two-digit number by using a strategy that makes sense to them (cubes, sticks and dots, count on/back by tens or ones, just know). | 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.NBT.C.5, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 7 | Combining Tens SWBAT combine two multiples of ten by using a strategy that makes sense to them (cubes, literal pictures, sticks and dots, count all/on by tens). | 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 , using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose | O | |

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| | | a ten. | | |
| 8 | Build and Remove SWBAT subtract a multiple of ten from a multiple of ten by using a strategy that makes sense to them (cubes, sticks and dots, count all, count back by tens). | 1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.NBT.C.6, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 9 | How Many Now SWBAT add or subtract a multiple of ten from a multiple of ten by using a strategy that makes sense to them (cubes, sticks and dots, count all, count on/back by tens). | 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 , using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.NBT.C.5, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 10 | How Many Now SWBAT add or subtract a multiple of ten from a multiple of ten by using a strategy that makes sense to them (cubes, sticks and dots, count all, count on/back by tens). | 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written | O | |

| | | | | |
|----|---|---|---|--|
| | | method and explain the reasoning used. | | |
| 11 | <p>Contexts for Learning: Games for Early Number Sense – Leapfrog</p> <p>SWBAT add one and two-digit numbers by using a strategy that works for them (count all, count on, count up by ones, count up by tens, use known facts).</p> | <p>1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> | 0 | |
| 12 | <p>Compare (with words)</p> <p>SWBAT compare two-digit numbers and state which number is greater/less/equal by using a strategy that works for them (building with cubes, sticks and dots, using place value).</p> | <p>1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> | 0 | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.NBT.B.3, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 13 | Compare (with symbols) | | 0 | |

| | | | | |
|----|--|---|---|--|
| | SWBAT compare two-digit numbers from left to right and use symbols (<,>=) to show greater/less/equal by using a strategy that works for them (building with cubes, sticks and dots, using place value). | | | |
| 14 | Compare (with symbols) SWBAT compare two-digit numbers from left to right and use symbols (<,>=) to show greater/less/equal by using a strategy that works for them (building with cubes, sticks and dots, using place value). | | O | |
| 15 | Task Based Lesson | 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | E | The tasks within this lesson are 2-step problems and therefore are aligned to 2.OA.A.1. Teachers may opt to skip this lesson or use it for extension purposes. |
| 16 | Flex | | O | |
| 17 | Unit Assessment | | O | |

Math Practice

Practice Workbook D:

- 1.NBT.B.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a) 10 can be thought of as a bundle of ten ones – called a “ten.” b) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)
- 1.NBT.B.3 – Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
- 1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used.
- 1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Unit Seven: Fractions & Time^{viii}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|--|---|---|--------|---|
| 1 | Partition Shapes in Half/Partition into Halves SWBAT partition shapes into halves by drawing a line through the center of the shape to create two parts that are the same size. | 1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves, fourths, and quarters</i>, and use the phrases <i>half of, fourth of, and quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.G.A.3, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 2 | Partition Shapes in Half/Partition into Halves SWBAT partition shapes into quarters by drawing lines through the center of the shape to create four parts that are the same size. | | O | |
| 3 | Task Based Lesson SWBAT solve problems about fractions by using a strategy that makes sense to them. | | O | |
| 4 | Time to the Hour SWBAT tell time to the hour by looking at the hour hand and minute hand. | 1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.MD.B.3, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 5 | Time to the Half Hour SWBAT tell time to the half hour by looking at the hour hand and minute hand. | | O | |
| 6 | Time to the Half Hour- Show the time SWBAT show time to the half hour by moving the hour hand and minute hand. | | O | |
| 7 | Flex | | O | |
| 8 | Unit Assessment | | O | |
| Math Practice | | | | |
| Practice Workbook D: | | | | |
| <ul style="list-style-type: none"> 1.NBT.B.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a) 10 can be thought of as a bundle of ten ones – called a “ten.” b) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones) 1.NBT.B.3 – Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. 1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used. 1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | | | | |

Unit Eight: Measurement^{ix}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|---|
| 1 | How Long? (with cubes) SWBAT find the length of an object by measuring with connecting cubes. | 1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.MD.A.2, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 2 | How Long? (with place value blocks) SWBAT find the length of an object by measuring with centimeter cubes. | | O | |
| 3 | How Long? (with various units) SWBAT find the length of objects by measuring them with various units. | | O | |
| 4 | How Long? (with various units) SWBAT use more or fewer units to measure objects by thinking about the size of the units. | | O | |
| 5 | Comparing Length SWBAT compare the lengths of two objects by using a third object. | 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.MD.A.1, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 6 | Comparing Length Story Problems (contextual) SWBAT compare objects in story problems by drawing a picture to represent. | | O | |
| 7 | Kim's Fish SWBAT determine if a fish is or is not a keeper by measuring its length. | | O | |
| 8 | How Much Longer? (manipulatives/pictures) SWBAT compare the length of two objects by measuring and finding the difference using a strategy that makes sense to them. | 1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | O | |
| 9 | More Fish Stories SWBAT compare the length of two objects by measuring and finding the difference using a strategy that makes sense to them. | | O | |
| 10 | More Fish Stories (represent with missing addend or subtraction equation) SWBAT compare the length of two objects by measuring and finding the difference using a strategy that makes sense to them. | | O | |
| 11 | Ordering Length SWBAT order objects by comparing their length using a | 1.MD.A.1 Order three objects by length; compare the | O | |

| | | | | |
|---|---|---|----------|--|
| | strategy that works (lining them up side by side or measuring). | lengths of two objects indirectly by using a third object. | | |
| 12 | Unit Assessment | | O | |
| Math Practice | | | | |
| Practice Workbook D: | | | | |
| <ul style="list-style-type: none"> - 1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used. - 1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | | | | |
| Practice Workbook E: | | | | |
| <ul style="list-style-type: none"> - 1.MD.3 – Tell and write time in hours and half-hours using analog and digital clocks. - 1.G.A.3 -- Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | | | | |

Unit Nine: Two-Digit Addition and Subtraction*

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|--|
| 1 | Find the Total (concrete/pictorial) SWBAT add a two-digit number and a multiple of ten by using a strategy that makes sense to them (cubes, sticks and dots, count on by tens). | 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.NBT.C.4, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 2 | Find the Total (abstract) SWBAT add a two-digit number and a multiple of ten by using a strategy that makes sense to them (cubes, pictorial tens and ones, count on by tens, expanded notation addition). | | O | |
| 3 | Find the Total (abstract) SWBAT add a two-digit number and a one-digit number with regrouping by using a strategy that makes sense to them (count on-cubes, count on-sticks and dots). | | O | |
| 4 | Find the Total (abstract) SWBAT add a two-digit number and a one-digit number with regrouping by using a strategy that makes sense to them (count on-cubes, count on-sticks and dots, expanded notation). | | O | |
| 5 | Mixed Practice- Addition (1st Grade Standard) SWBAT add a two-digit number and a one-digit number (with regrouping), a two-digit number and a multiple of ten by using a strategy that makes sense to them (count on-cubes, count on-sticks and dots, expanded notation). | | O | |
| 6 | Two-Digit Addition (Intro to 2nd Grade Standard) SWBAT add 2 two-digit numbers (no regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts). | | O | |
| 7 | Two-Digit Addition (concrete/pictorial) SWBAT add 2 two-digit numbers (with regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts). | | O | |
| 8 | Two-Digit Addition (concrete/pictorial) SWBAT add 2 two-digit numbers (with regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts). | | O | |
| 9 | Two-Digit Addition (abstract) SWBAT add 2 two-digit numbers (no regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts). | | O | |
| 10 | Two-Digit Addition (abstract) SWBAT add 2 two-digit numbers (with regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, | | O | |

| | | | | |
|----|--|---|---|--|
| | expanded notation addition/use known facts). | | | |
| 11 | Mixed Practice- Addition (2nd Grade Standard) SWBAT add 2 two-digit numbers (with regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts). | | O | |
| 12 | Two-Digit Subtraction (concrete, pictorial) SWBAT subtract multiples of 10 by using a strategy that works for them (cubes- count back, sticks and dots, expanded notation). | 1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 1.NBT.C.6, teachers should refer to Grade 1 Practice Workbook for additional at-bats. |
| 13 | Two-Digit Subtraction (concrete, pictorial) SWBAT subtract 1 and 2-digit numbers from 2-digit numbers (no regrouping) by using a strategy that works for them (cubes, sticks and dots- count back, expanded notation) | 2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | E | |
| 14 | Two-Digit Subtraction (concrete, pictorial) SWBAT subtract 1 and 2-digit numbers from 2-digit numbers (no regrouping) by using a strategy that works for them (cubes, sticks and dots, expanded notation). | | E | |
| 15 | Two-Digit Subtraction (abstract) SWBAT subtract 1 and 2-digit numbers from 2-digit numbers (no regrouping) by using a strategy that works for them (cubes, sticks and dots, expanded notation). | | E | |
| 16 | Two-Digit Addition and Subtraction (all strategies) SWBAT add 2 two-digit numbers (with regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts). SWBAT subtract 1 and 2-digit numbers from 2-digit numbers (no regrouping) by using a strategy that works for them (cubes, sticks and dots, expanded notation). | | E | |
| 17 | Two-Digit Addition and Subtraction Story Problems within 100 (all strategies) SWBAT solve two-digit addition and subtraction story problems by using a strategy that works for them (cubes, sticks and dots, expanded notation). | | E | |
| 18 | Unit Assessment | | O | <ul style="list-style-type: none"> Problems 7 and 8 align with Standard 2.NBT.B.5. Teachers should remove these items or use them for extension purposes only. |

Math Practice**Practice Workbook D:**

- 1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used.
- 1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Practice Workbook E:

- 1.MD.3 – Tell and write time in hours and half-hours using analog and digital clocks.
- 1.MD.A.1 – Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.A.2 - Express the length of an object as whole number of length units, by laying multiple copies of a shorter object end to end; understand that then length measurement of an object is the umber of same-size length units that span it with no gaps or overlaps.

Practice Workbook F:

- 1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models, or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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Guide to Implementing AF Math: Grade 2

This document is designed to guide teachers through each component of the Achievement First Elementary School Math Curriculum. It gives an overview of the program as a whole and then each component individually. It includes the purpose of each component and suggested ways to implement them within to school day and week.

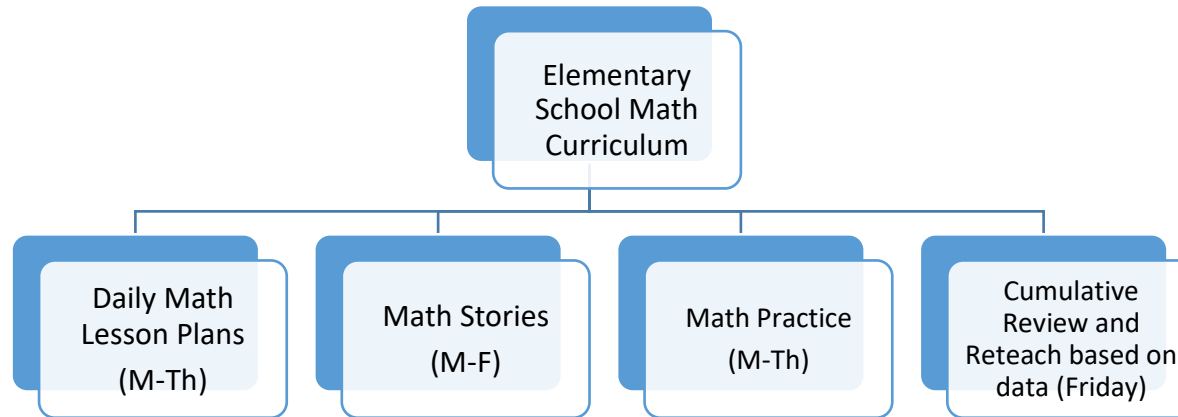
In this document you will also find the daily lesson standards, lesson aims, and review standards for each unit throughout the year. It is noted throughout the document whether the lesson or review material is on grade level and any resources used.

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Program Overview: Components of Achievement First's Mathematics Program

Our program aims to see the mathematical practices come to life through the shifts ([focus](#), [coherence](#), [rigor](#)) called for by the standards. For students to engage at equal intensities weekly with all 3 tenets, we structured our program into three main daily components Monday-Thursday: Math Lesson, Math Stories and Math Practice. Additionally, students engage in Math Cumulative Review and strategic data based reteach each Friday in order for scholars to achieve the fluencies and procedural skills required. See the diagram below followed by each Category Overview for more information.



Potential Weekly and Daily Schedule Based on 90 Minutes*

| Day 1** | Day 2 | Day 3 | Day 4 | Day 5 |
|------------------------------|------------------------------|------------------------------|------------------------------|---------------------------------------|
| <u>Math Lesson</u> : 55 min | <u>Math Lesson</u> : 55 min | <u>Math Lesson</u> : 55 min | <u>Math Lesson</u> : 55 min | <u>Reteach based on data</u> : 40 min |
| <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min | <u>Math Stories</u> : 25 min |
| <u>Practice</u> : 10 min | <u>Practice</u> : 10 min | <u>Practice</u> : 10 min | <u>Practice</u> : 10 min | <u>Practice</u> : 25 min |

* If a school has less than 90 minutes of math, then component minutes can be adjusted.

**The daily schedule does not have to follow this particular order and can be moved around to best suit the daily schedule at the school.

Math Lesson Types

Game Introduction Lesson

Purpose:

- To enable students to make connections, identify and practice multiple strategies, and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and a carefully selected game.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

| Component Name | <u>Introduction</u> | □ | <u>Workshop</u> | □ | <u>Mid-Workshop Interruption</u> | □ | <u>Discussion</u> | □ | <u>Closing & Exit Ticket</u> |
|--------------------------|--|---|--|---|---|---|--|---|--|
| Component Purpose | Develop initial understanding of the concept, the associated strategies, and the game used to practice the concept | | Collaborative processing time to continue to develop understanding of prioritized concept and strategy | | Response to data by discussing strategies from observations and/or clarifies a shared misconception | | Summarize the day's learning, share efficient strategies, clarify misconceptions, and/or apply strategies to a new problem | | As relevant, students complete an exit ticket or skill fluency practice to show evidence of learning |
| Component Timing | 10-15 minutes | | 15-20 minutes | | 3-5 minutes | | 5-7 minutes | | 3-5 minutes |

Exercise Based Lesson

Purpose:

- To enable students to make connections, draw conclusions, identify key points and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and carefully selected exercises.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

| Component Name | <u>Introduction</u> | □ | <u>Workshop</u> | □ | <u>Discussion</u> | □ | <u>Independent Practice</u> | □ | <u>Closing & Exit Ticket</u> |
|--------------------------|--|---|--|---|---|---|--|---|---|
| Component Purpose | Develop meaning through connection making and focus student thinking on prioritized concept and strategy | | Collaborative processing time to continue to develop understanding of prioritized concept and strategy | | Discuss thinking and work completed during Workshop to clarify lingering misconceptions | | Independent processing and internalization of prioritized concept and strategy | | Summarize and assess day's learning and make connections to big ideas of the unit |
| Component Timing | 15-25 minutes | | 10 minutes | | 5 minutes | | 10-20 minutes | | 5 minutes |

Task Based Lesson

Purpose:

- Students make sense of the mathematics they've learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

| Component Name | <u>Understand</u> | □ | <u>Exploration</u> | □ | <u>Discussion</u> | □ | <u>Extension</u> | □ | <u>Evaluation</u> |
|--------------------------|--|---|---|---|--|---|---|---|--|
| Component Purpose | Initial engagement by students to visualize and understand the task and what the solution requires | | Aligned to the problem solving approach, students leverage prior knowledge to develop, test, and revise solution strategies | | Present understanding developed and strategies utilized during Exploration, and make connections to and name new concepts and skills | | Time to apply acquired knowledge by building on or extending concepts and/or skills | | Assess knowledge development and effectiveness of the lesson |
| Component Timing | 3-5 minutes | | 10-12 minutes | | 15-20 minutes | | 10-15 minutes | | 5-10 minutes |

Math Practice and Cumulative Review

Purpose: To facilitate the making of connections and build fluency or solidify understandings of the skills and concepts students have acquired throughout the week and to strategically revisit concepts.

| Component Name | Mixed Practice | □ | Discussion | □ | Mixed Practice Continued |
|-------------------|---|---|---|---|---|
| Component Purpose | Students practice targeted review independently | | Students discuss one problem and common misconceptions or various solution strategies used mid-practice | | Students practice targeted review independently |
| Component Timing | 10 minutes | | 5 minutes | | 10 minutes |

Math Reteach

Purpose: To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of the concepts. Lessons are devoted to concepts and skills for which many students have previously demonstrated unacceptable levels of mastery.

| Component Name | Framing | □ | Error Analysis | □ | Aligned Practice | □ | Exit Ticket |
|-------------------|--|---|---|---|--|---|--|
| Component Purpose | Frame includes culture conversation about scores, importance of content, malleable intelligence, or perseverance | | Students analyze an example and non-example in order to clarify misconceptions and deepen understanding | | Practice engages students in continued thinking about growth area through solving problems, analyzing work, and writing explanations | | Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill |
| Component Timing | 3 minutes | | 10-12 minutes | | 15-20 minutes | | 5 minutes |

Program Overview: Scope and Sequence Detail

The rest of this document is designed to help teachers identify the standards on which each lesson within a unit is focused, whether on grade level or not. You will find the daily lesson aims within each unit and the standards addressed within that lesson. Not every lesson is entirely focused on grade level standards, and, therefore, some lessons can be used for either remediation or enrichment. This will be denoted within each unit with an R (remediation), O (on grade level) or E (enrichment). Furthermore, an asterisk is used to denote a standard that is not addressed in its entirety in that single lesson.

This document can be used to further inform teachers about how to ensure scholars have sufficient practice with all of the Common Core State Standards. Standards or parts thereof that are bolded are addressed within a lesson but with limited exposure. It is recommended that teachers supplement the lessons addressing these standards by using the AF Practice Workbooks to ensure mastery for all students. Recommendations for when to revisit these standards during Math Practice and Friday Cumulative Review are noted in the Practice section of each unit.

Unit One: Measurement - Length ¹

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|---|
| 1 | Measurement Review / Measuring with nonstandard units and intro to math class SWBAT measure a given length or distance using copies of a unit (cubes, paper clips). | 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | R | <ul style="list-style-type: none"> This lesson focuses on reviewing measurement concepts learned in previous grades. In order to ensure students get sufficient practice to move towards mastery of 2.MD.A.1 and 2.MD.A.2, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 2 | Measuring with Centimeter Cubes SWBAT measure a given length or distance using copies of a unit (cm cubes). | | O | |
| 3 | Iterating a Centimeter Cube SWBAT iterate one unit across an object to measure using mark and move (cm). | | O | |
| 4 | Creating a Centimeter Ruler SWBAT iterate one unit across a paper to create a ruler and measure a given length or distance with that ruler. | | O | |
| 5 | Measuring with a Centimeter Ruler and Meter Stick SWBAT measure a given length or distance to the nearest centimeter using a ruler. | | O | |
| 6 | Metric Mental Benchmarks SWBAT develop estimation strategies by using mental benchmarks and prior knowledge of standard units. | 2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters. | O | |
| 7 | Comparing Centimeters and Meters SWBAT measure and compare length using centimeters, meters, and non-standard units. | 2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.MD.A.4, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 8 | Measuring with Inch Tiles SWBAT measure a given length or distance using copies of a unit (inch tiles). | 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | O | |
| 9 | Iterating an Inch Tile SWBAT iterate one unit across an object to measure using mark and move (inch). | | O | |
| 10 | Making an Inch Ruler SWBAT iterate one unit across a paper to create a non-standard ruler and measure a given length or distance with that ruler. | | O | |

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|----|---|---|----------|--|
| 11 | Measuring with an Inch Ruler and a Yard Stick SWBAT measure a given length or distance to the nearest inch using a ruler. | | O | |
| 12 | Mental Benchmarks SWBAT develop estimation strategies by using mental benchmarks and prior knowledge of standard units. | 2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters. | O | |
| 13 | Comparing Inches, Feet, and Yards SWBAT measure and compare length using inches, feet, yards, and non-standard units. | 2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | O | |
| 14 | Ruler as a Number Line (Broken Ruler) SWBAT solve story problems involving measurement using a ruler as a number line. | 2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. | O | |
| 15 | Flex | | O | |
| 16 | Unit Assessment | | O | |

PROGRESS MONITORING (after Unit 1)

Math Practice & Cumulative Review

Practice Workbook A:

- 2.MD.A.1 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.A.2 - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.A.4 - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

During Unit One, teachers may opt to revisit some foundational 1st Grade standards to support Grade 2 work. The following would be recommended standards to revisit from the AF Grade 1 Practice Workbook:

Practice Workbook D:

- 1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used.
- 1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Practice Workbook F:

- 1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models, or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Friday Cumulative Review:

- Unit 1.1
- Unit 1.2
- Unit 1.3
- Unit 1.4

Unit Two: Addition and Subtraction within 100²

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|--|
| 1 | What's Missing? (addition) SWBAT determine the missing part to make 10 using a strategy that works for them (count up, make 10, just know). | 2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. | ○ | <ul style="list-style-type: none"> ● In order to ensure students get sufficient practice to move towards mastery of K.OA.B.2, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 2 | What's Missing? (subtraction) SWBAT determine the missing part to make 10 using a strategy that works for them (count up, make 10, just know). | | ○ | |
| 3 | Missing Subtrahends SWBAT identify part-part-whole relationships by creating number bonds from a given number sentence. | | ○ | |
| 4 | Solving One-Step Problems SWBAT solve one-step problems within 20 by representing with a number bond and using a strategy that makes sense to them. | | ○ | |
| 5 | Representing 2-digit numbers using sticks and dots and expanded form SWBAT solve problems about tens and ones by using a variety of representations (cubes, place value blocks, sticks and dots, expanded form). | 2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | ○ | <ul style="list-style-type: none"> ● In order to ensure students get sufficient practice to move towards proficiency with 2.NBT.B.5, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 6 | Regrouping 10 ones into a ten SWBAT represent a number in multiple ways using different combinations of tens and ones by using place value models. | | ○ | |
| 7 | Regrouping a ten into 10 ones SWBAT represent a number in multiple ways using different combinations of tens and ones by using place value models. | | ○ | |

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| 8 | Adding 2-digit Numbers (no regrouping) SWBAT add two-digit numbers by counting sticks and dots and recording as ones and then tens in expanded notation. | | o | |
| 9 | Adding 2-digit Numbers (regrouping) SWBAT add 2-digit numbers with regrouping by using sticks and dots. | | o | |
| 10 | Adding 2-digit Numbers (regrouping) SWBAT solve 2-digit addition problems with regrouping by using expanded notation. | | o | |
| 11 | Adding on a Number Line (counting up by 10s and 1s) SWBAT solve 2-digit addition problems on a number line by counting up by 10s and 1s. | | o | |
| 12 | Subtracting 2-digit Numbers (no regrouping) SWBAT solve 2-digit subtraction problems with no regrouping by using sticks and dots and expanded notation. | | o | |
| 13 | Subtracting 2-digit Numbers with Sticks and Dots (regrouping) SWBAT solve 2-digit subtraction problems with regrouping by using sticks and dots. | | o | |
| 14 | Subtracting 2-digit Numbers with Expanded Notation (regrouping) SWBAT solve 2-digit subtraction problems with regrouping by using expanded notation. | | o | |
| 15 | Subtracting 2-digit Numbers (regrouping) SWBAT solve 2-digit subtraction problems with regrouping by using expanded notation. | | | |
| 16 | Subtracting on a Number Line (counting back by 10s and 1s; some may count up) SWBAT solve 2-digit subtraction problems on a number line by counting back by 10s and 1s. | | o | |
| 17 | Mixed Addition and Subtraction SWBAT solve 2-digit addition and subtraction problems with regrouping using a strategy that makes sense to them (sticks and dots, expanded notation). | | o | |
| 18 | Solving Problems with Missing Addends SWBAT solve two-digit addition problems with and without regrouping with missing addends in both positions by relating addition and subtraction. | | o | |
| 19 | Solving Problems with Missing Subtrahends | | o | |

| | | | | |
|----|--|--|---|--|
| | SWBAT solve two-digit subtraction problems with and without regrouping with missing subtrahends in all positions by relating addition and subtraction. | | | |
| 20 | Unit Assessment | | o | |

| | | | | |
|---|--|--|--|--|
| Math Practice & Cumulative Review | | | | |
| <p>Practice Workbook A:</p> <ul style="list-style-type: none"> - 2.MD.A.1 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. - 2.MD.A.4 - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. <p>Practice Workbook B:</p> <ul style="list-style-type: none"> - 2.OA.B.2 - Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. - 2.NBT.A.2 - Count within 1000; skip-count by 5s, 10s, and 100s. <p>Friday Cumulative Review:</p> <ul style="list-style-type: none"> - Unit 2.1 - Unit 2.2 - Unit 2.3 - Unit 2.4 - Unit 2.5 | | | | |

Unit Three: Story Problems ³

| Lesson Number and Daily Aim | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|---|---|--------|--|
| <p>1 AT/TF – RU and PT/TA-TU and PT/TA-BAU; AT/TF-CU and PT/TA-AU (K-1 review) SWBAT represent and solve AT/TF-RU and PT/TA-TU by following the story problem protocol and using a strategy that makes sense to them. Examples:</p> <ul style="list-style-type: none"> - AT-RU: Miss Taylor has a bucket of 28 pencils. She puts 34 more pencils in the bucket. How many pencils are in the bucket now? - TF-RU: Mark had 78 stickers in his collection. He lost 57 stickers. How many stickers does Mark have in his collection now? - PT/TA-TU: Miss Taylor has a cup of 35 yellow pencils and a cup of 42 red pencils. How many pencils does Miss Taylor have? - PT/TA-BAU: Miss Bush has 63 red and yellow M&Ms in a bowl. How many M&Ms could be red and how many could be yellow? (0+63 is not a solution.) - AT-CU: Kaleb baked 52 cookies on Monday. Then he baked some more cookies on Tuesday. He baked 94 cookies all together. How many cookies did Kaleb bake on Tuesday? - TF-CU: Paul has 86 tools in his tool box. He takes out some tools and now there are 32 in the box. How many tools did Paul take out? - PT/TA-AU: Miss Taylor has a cup of 35 yellow pencils and a cup of 42 red pencils. How many pencils does Miss Taylor have? | <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> | R | <ul style="list-style-type: none"> • Lessons 1-3 focus on problem types that should have been mastered in K-1, according to the standards. These lessons should be used for remedial purposes only. |
| <p>2 AT/TF-SU (new; introduced but not mastered in 1st) SWBAT represent and solve AT/TF-SU story problems by following the story problem protocol and using a strategy that makes sense to them. Examples:</p> | | R | |

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|---|---|--|----------|--|
| | <ul style="list-style-type: none"> - AT-SU: Mr. Sharkey invited some scholars to an ice cream party. Then he decided to invite 31 more scholars and now he has 75 scholars invited to the party. How many scholars did Mr. Sharkey first invite to the party? - TF-SU: Miss Taylor has some pencils in her bin. Miss Bush takes out 19 pencils to use in her class and now there are 28 pencils in the bin. How many pencils were in Miss Taylor’s bin before Miss Bush took pencils out? | | | |
| 3 | <p>C-DU-more/fewer and C-BU-more and C-SU-fewer (1st review) SWBAT represent and solve C-DU-M, C-BU-M, and C-SU-F story problems by following the story problem protocol and using a strategy that makes sense to them. Examples:</p> <ul style="list-style-type: none"> - C-DU-M: Miss Bush has 80 stickers to give to scholars. Miss Taylor has 56 stickers to give to scholars. How many more stickers does Miss Bush have than Miss Taylor? - C-DU-F: Miss Bush has 39 cookies on her plate. Mrs. Sneed has 84 cookies on her plate. How many fewer cookies does Miss Bush have than Mrs. Sneed? - C-BU-M: Mr. Sharkey gave 27 more Respect awards than Enthusiasm awards. He gave out 46 Enthusiasm awards. How many Respect awards did he give out? - C-SU-F: There are 46 fewer squirrels playing in the tree than playing on the ground. There are 84 squirrels playing on the ground. How many squirrels are playing in the tree? | | R | |
| 4 | <p>C-BU-fewer and C-SU-more (new; introduced but not mastered in 1st) SWBAT represent and solve C-BU-F and C-SU-M story problems by following the story problem protocol and using a strategy that makes sense to them. Examples:</p> <ul style="list-style-type: none"> - C-BU-F: Mrs. Brelsford has 27 fewer cookies than Miss Malcarne. Mrs. Brelsford has 55 cookies. How many cookies does Miss Malcarne have? - C-SU-M: Mrs. Brelsford has 37 more cookies than Miss Malcarne. Mrs. Brelsford has 63 cookies. How many cookies does Miss Malcarne have? | | O | |

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|----|--|--|---|--|
| 5 | Story problems with length, money, and data SWBAT represent and solve story problems with length by following the story problem protocol and using a strategy that makes sense to them. | 2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. | ○ | |
| 6 | Problem solving with length, money, and data on a number line SWBAT represent and solve story problems with length by following the story problem protocol and using a number line. | | ○ | |
| 7 | Using a ruler as number line SWBAT represent and solve addition and subtraction word problems involving length by following the story problem protocol and using a ruler as a number line. | | ○ | |
| 8 | 2-step word problems SWBAT represent and solve two-step PT/TA addition and subtraction story problems by following the story problem protocol using a strategy that makes sense to them. Examples: - PT/TA-AU: Miss Bush has 66 M&Ms in a bag. Some are yellow and 38 are brown. How many M&Ms are yellow? - PT/TA-TU: A baker baked 7 pumpkin pies, 12 apple pies, and 11 blueberry pies. How many pies did he bake in all? | 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | ○ | |
| 9 | 2-step word problems SWBAT represent and solve two-step AT/TF-RU addition and subtraction story problems by following the story problem protocol using a strategy that makes sense to them. Examples: - AT-RU: Lucy has 9 apples. She picked 7 more red apples and 11 more green apples. How many apples does Lucy have in all? - TF-RU: Miss Reinhardt has 23 smelly markers. She gave 9 smelly markers to Mr. Johnson. Then, she lost 6 smelly markers. How many smelly markers does Miss Reinhardt have left? | | ○ | |
| 10 | 2-step word problems SWBAT represent and solve two-step AT/TF-CU addition and subtraction story problems by following the story problem protocol using a strategy that makes sense to them. | | ○ | |

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| | <p>Examples:</p> <ul style="list-style-type: none"> - AT-CU: Nevaeh had 3 gumballs. She bought 12 more gumballs at the store. Then, her mom gave her some more gumballs. Now she has 30 gumballs in all. How many gumballs did her mom give her? - TF-CU: Jose had 27 erasers. He gave 12 erasers to Kathy and some erasers to Sean. Now Jose has 3 erasers. How many erasers did Jose give to Sean? | | | |
| 11 | <p>2-step word problems (tape diagram, expanded notation, number line) SWBAT represent and solve two-step comparison addition and subtraction story problems by following the story problem protocol using a strategy that makes sense.</p> | | | ○ |
| 12 | <p>2-step story problems, all types, within 100 SWBAT represent and solve one- and two-step addition and subtraction story problems by following the story problem protocol using a strategy that makes sense.</p> | | | ○ |
| 13 | <p>2-step story problems, all types, within 100 SWBAT represent and solve two-step comparison addition and subtraction story problems by following the story problem protocol using a strategy that makes sense.</p> | | | ○ |
| 14 | <p>2-step story problems, all types, within 100 SWBAT represent and solve two-step addition and subtraction story problems by following the story problem protocol and using a strategy that makes sense.</p> | | | ○ |
| 15 | <p>Unit Assessment</p> | | | ○ |
| | | | | <ul style="list-style-type: none"> ● Problems 4, 5, and 6 ask students to solve two-step compare word problems using information presented in graphs. The aligned standard, 2.MD.D.10, requires students to solve simple put-together, take-apart and compare problems using information presented in graphs. Standard 3.MD.B.3 requires students to solve one- and two- step “how many more” and “how many less” problems using information presented in graphs. Teachers should remove these items or use them for extension purposes only. |

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| INTERIM ASSESSMENT TWO (post Unit 3) | | | |
| Math Practice & Cumulative Review | | | |
| Practice Workbook A: <ul style="list-style-type: none">- 2.MD.A.1 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.- 2.MD.A.4 - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | | | |
| Practice Workbook B: <ul style="list-style-type: none">- 2.OA.B.2 - Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.- 2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | | | |
| Friday Cumulative Review: <ul style="list-style-type: none">- Unit 3.1- Unit 3.2- Unit 3.3 | | | |

Unit Four: Data ⁴

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|---|---|--|--------|--|
| 1 | Categorizing Data SWBAT record data into a table using tally marks by sorting objects based on similar attributes. | 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.MD.D.10, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 2 | Creating Picture Graphs SWBAT draw and label a picture graph to represent data with up to four categories. | | O | |
| 3 | Creating Bar Graphs SWBAT draw and label a bar graph to represent data with up to four categories; relate scale to a number line. | | O | |
| 4 | Representing Data Using Picture Graphs and Bar Graphs SWBAT collect and categorize data and record data into a table using tally marks by taking a survey and sorting the data based on similar attributes. SWBAT represent data on a picture graph and bar graph with up to four categories using collected data from a survey. | | O | |
| 5 | Solving Story Problems from a Graph (1-step) SWBAT analyze data on a graph by reading the graph and answering questions about the data. | | O | |
| 6 | Solving Story Problems from a Graph (2-step) SWBAT solve story problems using data presented on a graph by reading and interpreting the graph. | | O | |
| 7 | Unit Assessment | | O | |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook B: <ul style="list-style-type: none"> 2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.B.6 - Add up to four two-digit numbers using strategies based on place value and properties of operations. Friday Cumulative Review: <ul style="list-style-type: none"> Unit 4.1 Unit 4.2 | | | | |

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Unit Five: Measurement – Length, Money, Graphing, and Time ⁵

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|---|--------|----------------------------|
| 1 | Identifying the value of coins and counting up to find the total SWBAT recognize the value of coins and count up to find their value. | 2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i> | O | |
| 2 | Counting Bills and Coins SWBAT determine the value of a set of bills and coins by identifying each bill or coin and using a strategy to find the total value. | | O | |
| 3 | Coin Equivalencies SWBAT show the amount of money using different combinations of coins by trading pennies for nickels, pennies or nickels for dimes, and pennies, nickels, or dimes for quarters. | | O | |
| 4 | Fewest number of coins SWBAT use the fewest number of coins to make a given value by trading pennies for nickels, pennies or nickels for dimes, and pennies, nickels, or dimes for quarters. | | O | |
| 5 | Collect \$1.00 SWBAT make \$1.00 by trading pennies for nickels, pennies or nickels for dimes, and pennies, nickels, or dimes for quarters. | | O | |
| 6 | Spend \$1.00 SWBAT spend a given amount of money by trading bills for coins and coins for coins of a smaller value. | | O | |
| 7 | Making change from \$1.00 SWBAT make \$1.00 or make change from \$1.00 by using different strategies (making trades, counting up, etc.). | | O | |
| 8 | Story Problems, with combinations of bills and coins SWBAT solve story problems involving different combinations of coins with the same total value. | | O | |
| 9 | Story Problem with Money SWBAT solve one-step story problems of all types that involve bills and coins by using the most efficient strategy. | | O | |

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| | | | | |
|----|--|--|---|---|
| 10 | Drawing a line plot – given data set SWBAT draw a line plot to represent measurement data; relate the scale to a number line. | 2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.MD.D.9, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 11 | Drawing a Line Plot – Creating data set SWBAT draw a line plot to represent measurement data; relate the scale to a number line. | | O | |
| 12 | Drawing Line Plots and Answering Questions about the Data SWBAT represent data on a line plot and answer questions about the data set. | | O | |
| 13 | Read time to the nearest 5 minutes SWBAT to tell time to the nearest 5 minutes by looking at the position of the hands on the clock. | 2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.MD.C.7, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 14 | Show time to the nearest 5 minute mark SWBAT to draw hands on a clock to show time to the nearest 5 minutes. | | O | |
| 15 | AM/PM SWBAT tell time to the nearest 5 minute and relate AM and PM to time of day. | | O | |
| 16 | Flex / Unit Assessment | | O | |

INTERIM ASSESSMENT THREE (post Unit 5)

Math Practice & Cumulative Review

Practice Workbook B:

- 2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.B.6 - Add up to four two-digit numbers using strategies based on place value and properties of operations.

Practice Workbook C:

- 2.MD.C.7 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.D.10 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Friday Cumulative Review:

- Unit 5.1
- Unit 5.2
- Unit 5.3
- Unit 5.4

Unit Six: Place Value – Three-Digit Numbers ⁶

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|---|--------|--|
| 1 | Counting Strips with 3-digit Numbers SWBAT write numbers within 1,000 by using their understanding of place value and patterns to create counting strips. | 2.NBT.A.2* Count within 1000; skip-count by 5s, 10s, and 100s. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.NBT.A.2, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 2 | Representing 3-digit Numbers (Place Value Blocks) SWBAT read and write numbers within 1,000 after modeling with place value blocks (flats, sticks, and dots). | 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.NBT.A.1, teachers should refer to Grade 2 Practice Workbook for additional at-bats. In order to ensure students get sufficient practice to move towards mastery of 2.NBT.A.2, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 3 | Base Ten Numeral Form and Unit Form SWBAT represent and read a 3-digit number in base ten numeral form by identifying the value of each digit. | 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.NBT.A.3, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 4 | Standard Form & Word Form SWBAT represent and read a 3-digit number in standard form and word form by identifying the value of each digit. | | O | |
| 5 | Expanded form SWBAT represent and read a 3-digit number in expanded form by identifying the value of each digit. | | O | |
| 6 | All forms (standard, word, expanded, pictorial, unit, base ten numeral) | | O | |

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| | | | | |
|----|--|---|---|--|
| | SWBAT represent and read a 3-digit number in all forms. | 2.NBT.A.3 | | |
| 7 | Non-standard Partitioning, Lesson 1 SWBAT model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms, explore a situation with more than 9 groups of ten. | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | O | |
| 8 | Non-standard Partitioning, Lesson 2 SWBAT model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms, explore a situation with more than 9 groups of ten. | | O | |
| 9 | Count up between 90 and 1,000 SWBAT count up between 90 and 1,000 by using skip counting. | 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. | O | |
| 10 | Count back between 1,000 and 90 SWBAT count back between 90 and 1,000 by using skip counting. | | O | |
| 11 | Skip Counting Practice: Up and Down within 1,000 by 5/10/100 SWBAT count up/down within 1,000 by 5/10/100. | | O | |
| 12 | Add and subtract 10 or 100 SWBAT add or subtract 10 and 100 to a given number by thinking about what place is changing and then using a strategy that works (s/ d, changing the digit in the named place, or writing an equation). | 2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.NBT.B.8, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 13 | Add and Subtract 10 or 100 within 1,000 (mentally; building off skip-counting) SWBAT add and subtract 10 or 100 from a given number using mental math. | | O | |
| 14 | Comparing 3-Digit Numbers (different forms, no regrouping). SWBAT compare two three-digit numbers written in different forms using $<$, $>$, and $=$. | 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.NBT.A.4, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 15 | Comparing 3-Digit Numbers w/ Regrouping (same form) SWBAT compare two three-digit numbers with more than 9 ones/tens using $<$, $>$, and $=$. | | O | |
| 16 | Comparing 3-Digit Numbers w/ Regrouping (multiple forms) SWBAT compare two three-digit numbers written in different forms with more than 9 ones/tens using $<$, $>$, and $=$. | | O | |
| 17 | Compare within 1,000 (or the Exemplars lesson below). | | O | |

| | | | |
|----|---|--|---|
| | SWBAT compare two three-digit numbers written in different forms with more than 9 ones/tens using $<$, $>$, and $=$. | | |
| 18 | Exemplars: SUMthing Fun (more challenging version) and Reading About Motorcycles SWBAT represent and solve problems about 3-digit numbers using their understanding of place value. | | 0 |
| 19 | Unit Assessment | | 0 |

Math Practice & Cumulative Review

Practice Workbook C:

- 2.MD.D.9 - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Practice Workbook D:

- 2.NBT.A.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
- 2.NBT.A.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.A.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 2.NBT.B.8 - Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Friday Cumulative Review:

- Unit 6.1
- Unit 6.2
- Unit 6.3
- Unit 6.4

Unit Seven: Addition and Subtraction within 1,000 ⁷

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|--|
| 1 | Add within 1,000 using flats, sticks, and dots and expanded notation SWBAT add 3-digit numbers with no regrouping by using flats, sticks, and dots and expanded notation. | 2.NBT.B.7 Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.NBT.B.7, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 2 | Add within 1,000 using flats/sticks/dots SWBAT add 3-digit numbers with regrouping in one place by using flats, sticks, and dots. | | O | |
| 3 | Add within 1,000 using flats/sticks/dots SWBAT add 3-digit numbers with regrouping in two places by using flats, sticks, and dots. | | O | |
| 4 | Expanded Notation Addition within 1,000 SWBAT solve 3-digit addition problems with regrouping in one place by using expanded notation. | | O | |
| 5 | Expanded Notation Addition within 1,000 SWBAT solve 3-digit addition problems with regrouping in two places by using expanded notation. | | O | |
| 6 | Number Line Addition within 1,000 SWBAT solve 3-digit addition problems on a number line. | | O | |
| 7 | Write to Explain Your Strategy (consider error analysis Intro) SWBAT solve 3-digit addition problems using a strategy that makes sense and write to explain the strategy they chose. | | O | |
| 8 | Subtraction within 1,000 (flats, sticks, and dots and expanded notation – no regrouping) SWBAT solve 3-digit subtraction problems with no regrouping by using flats, sticks, and dots and expanded notation. | | O | |
| 9 | Subtract within 1,000 using flats/sticks/dots SWBAT subtract 3-digit numbers with regrouping in one place by using flats, sticks, and dots. | | O | |
| 10 | Subtract within 1,000 using flats/sticks/dots SWBAT subtract 3-digit numbers with regrouping in two places by using flats, sticks, and dots. | | O | |

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|--|--|--|---|--|
| 11 | Subtract within 1,000 using flats/sticks/dots SWBAT solve 3-digit subtraction problems with regrouping across a 0 by using flats, sticks, and dots. | | O | |
| 12 | Expanded Notation Subtraction within 1,000 SWBAT solve 3-digit subtraction problems with regrouping in one place by using expanded notation. | | O | |
| 13 | Expanded Notation Subtraction within 1,000 SWBAT solve 3-digit subtraction problems with regrouping in two places by using expanded notation. | | O | |
| 14 | Expanded Notation Subtraction within 1,000 SWBAT solve 3-digit subtraction problems with regrouping across a 0 by using expanded notation. | | O | |
| 15 | Number Line Subtraction within 1,000 (count back from the whole to the part we know to find the difference) SWBAT solve 3-digit addition and subtraction problems with unknowns in all positions on a number line. | | O | |
| 16 | Number Line Subtraction within 1,000 (solving on a number line in different ways) SWBAT solve 3-digit addition and subtraction problems with unknowns in all positions on a number line. | | O | |
| 17 | Mixed Addition and Subtraction within 1,000 – Write to Explain Your Strategy (consider error analysis Intro) SWBAT solve 3-digit addition and subtraction problems using a strategy that makes sense and write to explain the strategy they chose. | 2.NBT.B.7 Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | O | |
| 18 | Mixed Addition and Subtraction within 1,000 – Write to Explain Your Strategy (consider error analysis Intro) SWBAT solve 3-digit addition and subtraction problems using a strategy that makes sense and write to explain the strategy they chose. | 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. | O | |
| 19 | Unit Assessment | | O | |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook D: | | | | |
| <ul style="list-style-type: none"> - 2.NBT.A.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. - 2.NBT.A.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. - 2.NBT.B.8 - Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. | | | | |
| Practice Workbook E: | | | | |
| <ul style="list-style-type: none"> - 2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | | | | |

Friday Cumulative Review:

- Unit 7.1
- Unit 7.2
- Unit 7.3
- Unit 7.4

Unit Eight: Geometry – Arrays ⁸

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|---|--------|---|
| 1 | Manipulatives to create equal groups SWBAT create equal groups by using manipulatives. | 2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | O | <ul style="list-style-type: none"> ● In order to ensure students get sufficient practice to move towards mastery of 2.OA.C.3, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 2 | Math drawings as repeated addition SWBAT represent equal groups, and relate to repeated addition by using math drawings. | 2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | O | <ul style="list-style-type: none"> ● In order to ensure students get sufficient practice to move towards mastery of 2.OA.C.4, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 3 | Composing Arrays SWBAT compose arrays from rows and columns, and count to find the total using objects. | | O | |
| 4 | Represent Arrays (rows/columns) SWBAT compose arrays from rows and columns, and count to find the total using objects. | | O | |
| 5 | Compose a Rectangle SWBAT use square tiles to compose a rectangle, and relate to the array model. | 2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | O | <ul style="list-style-type: none"> ● In order to ensure students get sufficient practice to move towards mastery of 2.G.A.2, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 6 | Compose a Rectangle SWBAT use square tiles to compose a rectangle, and relate to the array model. | 2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | O | |
| 7 | Decompose Arrays SWBAT decompose rectangular arrays into rows and columns, and relate to repeated addition. | | O | |
| 8 | Partners and Teams | 2.OA.C.3 | O | |

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| | SWBAT characterize even and odd numbers as those that do or do not make groups of two (partners) and two equal groups (teams). | Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | | |
| 9 | Rectangular arrays, even and odd SWBAT use rectangular arrays to investigate odd and even numbers. | | O | |
| 10 | Patterns of even, related to odd SWBAT investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones place, and relate to odd numbers. | | O | |
| 11 | Unit Assessment | | O | |

Math Practice & Cumulative Review

Practice Workbook D:

- 2.NBT.A.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
- 2.NBT.A.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Practice Workbook E:

- 2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Friday Cumulative Review:

- Unit 8.1
- Unit 8.2

Unit Nine: Geometry – Fractions ⁹

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|---|
| 1 | Combine shapes to compose shapes SWBAT combine shapes to create a composite shape; create a new shape from composite shapes. | 2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of, etc.</i>, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.G.A.3, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 2 | Interpret equal shares SWBAT interpret equal shares in composite shapes as halves, thirds, and fourths. | | O | |
| 3 | Partition circles and rectangles into halves, thirds, and fourths SWBAT interpret equal shares in composite shapes as halves, thirds, and fourths. | | O | |
| 4 | Partition circles and rectangles into halves, thirds, and fourths SWBAT partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths. | | O | |
| 5 | Describe wholes by the number of equal parts. SWBAT describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths. | | O | |
| 6 | Fourths of a Rectangle SWBAT identify and name unit fractions by thinking about equal parts of a whole and recognizing that the same fraction can have a different shape. | | O | |
| 7 | Recognize equal parts of a rectangle can have different shapes SWBAT recognize that equal parts of an identical rectangle can have different shapes. | | O | |
| 8 | Exemplars: Two Fruit Bars and A Messy Painting Table SWBAT represent and solve problems about fractions using a strategy that makes sense. | | O | |
| 9 | Unit Assessment | | O | <ul style="list-style-type: none"> Problem 1 asks students to partition a circle, a trapezoid, a rectangle, and a hexagon into thirds. Standard 2.G.A.3 requires students to partition circles and rectangles into |

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|--|--|--|--|--|
| | | | | two, three or four equal shares. Therefore teachers should remove this item or use it for extension purposes only. |
|--|--|--|--|--|

Math Practice & Cumulative Review

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|---|
| <p>Practice Workbook E:</p> <ul style="list-style-type: none"> - 2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>Practice Workbook F:</p> <ul style="list-style-type: none"> - 2.OA.C.3 - Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. - 2.OA.C.4 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. <p>Friday Cumulative Review:</p> <ul style="list-style-type: none"> - Unit 9.1 - Unit 9.2 |
|---|

Unit Ten: Geometry – Shapes ¹⁰

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|---|---|--|--------|--|
| 1 | Build, identify, and analyze shapes SWBAT build, identify, describe and analyze shapes by looking at the number of sides and number of angles. | 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 2.G.A.1, teachers should refer to Grade 2 Practice Workbook for additional at-bats. |
| 2 | Use attributes to draw shapes SWBAT describe, build, identify, and analyze two-dimensional shapes with specified attributes. | | O | |
| 3 | Sorting Quadrilaterals SWBAT sort quadrilaterals by thinking about the type of angles a shape has and the number of sides it has. | | O | |
| 4 | Use attributes to draw quadrilaterals SWBAT use attributes to identify and draw different quadrilaterals including rectangles, rhombuses, parallelograms, and trapezoids. | | O | |
| 5 | Exemplars: A Design of 29 and Pasta & Gumdrops SWBAT represent and solve problems about shapes using a strategy that makes sense. | | O | |
| 6 | Unit Assessment | | O | |
| Math Practice & Cumulative Review | | | | |
| <p>Practice Workbook E:</p> <ul style="list-style-type: none"> 2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>Practice Workbook F:</p> <ul style="list-style-type: none"> 2.OA.C.4 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. <p>Practice Workbook G:</p> <ul style="list-style-type: none"> 2.G.A.1 - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.A.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.A.3 - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. <p>Friday Cumulative Review:</p> | | | | |

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Guide to Implementing AF Math: Grade 3

This document is designed to guide teachers through each component of the Achievement First Elementary School Math Curriculum. It gives an overview of the program as a whole and then each component individually. It includes the purpose of each component and suggested ways to implement them within to school day and week.

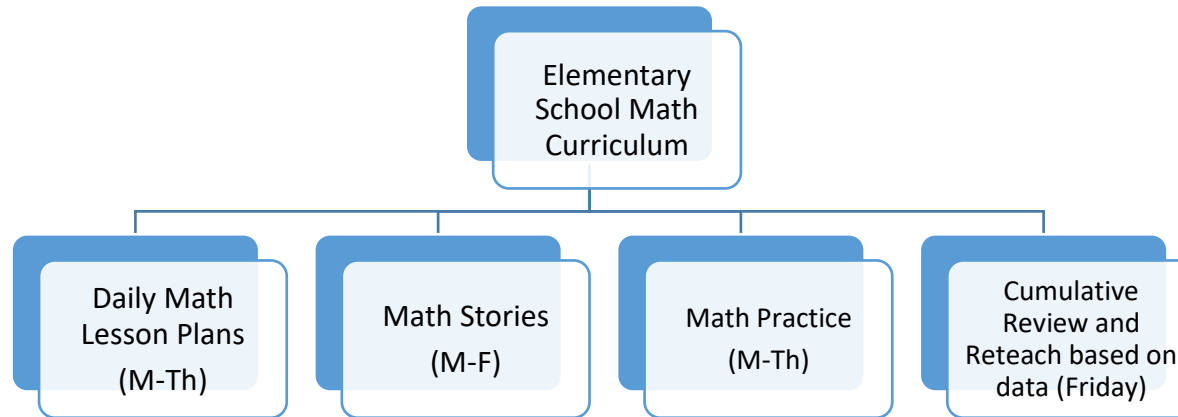
In this document you will also find the daily lesson standards, lesson aims, and review standards for each unit throughout the year. It is noted throughout the document whether the lesson or review material is on grade level and any resources used.

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| Unit Nine: Geometry | 31 |

Program Overview: Components of Achievement First's Mathematics Program

Our program aims to see the mathematical practices come to life through the shifts ([focus](#), [coherence](#), [rigor](#)) called for by the standards. For students to engage at equal intensities weekly with all 3 tenets, we structured our program into three main daily components Monday-Thursday: Math Lesson, Math Stories and Math Practice. Additionally, students engage in Math Cumulative Review and strategic data based reteach each Friday in order for scholars to achieve the fluencies and procedural skills required. See the diagram below followed by each Category Overview for more information.



Potential Weekly and Daily Schedule Based on 90 Minutes*

| Day 1** | Day 2 | Day 3 | Day 4 | Day 5 |
|------------------------------|------------------------------|------------------------------|------------------------------|---------------------------------------|
| <u>Math Lesson</u> : 60 min | <u>Math Lesson</u> : 60 min | <u>Math Lesson</u> : 60 min | <u>Math Lesson</u> : 60 min | <u>Reteach based on data</u> : 45 min |
| <u>Math Stories</u> : 20 min | <u>Math Stories</u> : 20 min | <u>Math Stories</u> : 20 min | <u>Math Stories</u> : 20 min | <u>Math Stories</u> : 20 min |
| <u>Practice</u> : 10 min | <u>Practice</u> : 10 min | <u>Practice</u> : 10 min | <u>Practice</u> : 10 min | <u>Practice</u> : 25 min |

* If a school has less than 90 minutes of math, then component minutes can be adjusted.

**The daily schedule does not have to follow this particular order and can be moved around to best suit the daily schedule at the school.

Math Lesson Types

Exercise Based Lesson

Purpose:

- To enable students to make connections, draw conclusions, identify key points and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and carefully selected exercises.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

| Component Name | <u>Introduction</u> | □ | <u>Workshop</u> | □ | <u>Discussion</u> | □ | <u>Independent Practice</u> | □ | <u>Closing & Exit Ticket</u> |
|--------------------------|--|---|--|---|---|---|--|---|---|
| Component Purpose | Develop meaning through connection making and focus student thinking on prioritized concept and strategy | | Collaborative processing time to continue to develop understanding of prioritized concept and strategy | | Discuss thinking and work completed during Workshop to clarify lingering misconceptions | | Independent processing and internalization of prioritized concept and strategy | | Summarize and assess day's learning and make connections to big ideas of the unit |
| Component Timing | 15-25 minutes | | 10 minutes | | 5 minutes | | 10-20 minutes | | 5 minutes |

Task Based Lesson

Purpose:

- Students make sense of the mathematics they've learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

| Component Name | <u>Understand</u> | □ | <u>Exploration</u> | □ | <u>Discussion</u> | □ | <u>Extension</u> | □ | <u>Evaluation</u> |
|--------------------------|--|---|---|---|--|---|---|---|--|
| Component Purpose | Initial engagement by students to visualize and understand the task and what the solution requires | | Aligned to the problem solving approach, students leverage prior knowledge to develop, test, and revise solution strategies | | Present understanding developed and strategies utilized during Exploration, and make connections to and name new concepts and skills | | Time to apply acquired knowledge by building on or extending concepts and/or skills | | Assess knowledge development and effectiveness of the lesson |
| Component Timing | 3-5 minutes | | 10-12 minutes | | 15-20 minutes | | 10-15 minutes | | 5-10 minutes |

Math Practice and Cumulative Review

Purpose: To facilitate the making of connections and build fluency or solidify understandings of the skills and concepts students have acquired throughout the week and to strategically revisit concepts.

| Component Name | Mixed Practice | □ | Discussion | □ | Mixed Practice Continued |
|-------------------|---|---|---|---|---|
| Component Purpose | Students practice targeted review independently | | Students discuss one problem and common misconceptions or various solution strategies used mid-practice | | Students practice targeted review independently |
| Component Timing | 10 minutes | | 5 minutes | | 10 minutes |

Math Reteach

Purpose: To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of the concepts. Lessons are devoted to concepts and skills for which many students have previously demonstrated unacceptable levels of mastery.

| Component Name | Framing | □ | Error Analysis | □ | Aligned Practice | □ | Exit Ticket |
|-------------------|--|---|---|---|--|---|--|
| Component Purpose | Frame includes culture conversation about scores, importance of content, malleable intelligence, or perseverance | | Students analyze an example and non-example in order to clarify misconceptions and deepen understanding | | Practice engages students in continued thinking about growth area through solving problems, analyzing work, and writing explanations | | Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill |
| Component Timing | 3 minutes | | 10-12 minutes | | 15-20 minutes | | 5 minutes |

Program Overview: Scope and Sequence Detail

The rest of this document is designed to help teachers identify the standards on which each lesson within a unit is focused, whether on grade level or not. You will find the daily lesson aims within each unit and the standards addressed within that lesson. Not every lesson is entirely focused on grade level standards, and, therefore, some lessons can be used for either remediation or enrichment. This will be denoted within each unit with an R (remediation), O (on grade level) or E (enrichment). Furthermore, an asterisk is used to denote a standard that is not addressed in its entirety in that single lesson.

This document can be used to further inform teachers about how to ensure scholars have sufficient practice with all of the Common Core State Standards. Standards or parts thereof that are bolded are addressed within a lesson but with limited exposure. It is recommended that teachers supplement the lessons addressing these standards by using the AF Practice Workbooks to ensure mastery for all students. Recommendations for when to revisit these standards during Math Practice and Friday Cumulative Review are noted in the Practice section of each unit.

Unit One: Multiplication, Division and Area 1¹

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|---|
| 1 | Equal Groups as Multiplication MWBAT represent equal groups with a multiplication number sentences that show the number of groups, the amount in each group, and the total. | 3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.OA.A.1, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 2 | Relate Multiplication to Arrays MWBAT represent arrays with multiplication number sentences that show the number of rows, the amount in each row, and the total. | | O | |
| 3 | Interpret the Meaning of Factors MWBAT explain the meaning of factors and products in multiplication equations by identifying the groups, amount in each group, and total. | | O | |
| 4 | Write multiplication stories MWBAT write and solve multiplication stories using their understanding of multiplication as solving for a total of equal groups including groups and the amount in each group. | | O | |
| 5 | Area as an Attribute MWBAT measure and compare the areas of shapes using standard and non-standard units and by accounting for gaps and overlaps. | 3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.MD.C.6, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 6 | Compare Area by Decomposing and Recomposing Shapes MWBAT measure and compare the areas of shapes by counting the number of square units that cover the shape and accounting for unit size. | | O | |
| 7 | Model Tiling to Measure Area MWBAT measure the area of shapes using grid paper by counting the number of square units within the boundaries of a shape and accounting for partial units. | | O | |
| 8 | Relate Side Length to tiles on a side MWBAT measure the area of a rectangle using multiplication by relating the side lengths of a | 3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.MD.C.7.a, teachers |

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| | | | | |
|----|--|---|---|---|
| | rectangle to the array of square units that cover a rectangle. | a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. | | should refer to Grade 3 Practice Workbook for additional at-bats. |
| 9 | Draw rows and columns to tile determine area; use multiplication equations MWBAT tile a shape given information about its side lengths and write a multiplication sentence that determines the shape’s area. | 3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 3.MD.C.7.a Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. | O | |
| 10 | Unknown as Group Size Division MWBAT represent division situations where the amount in each group is unknown by drawing models and writing division number sentences. | 3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.OA.A.2 teachers should refer to Grade 3 Practice Workbook for additional at-bats. In order to ensure students get sufficient practice to move towards mastery of 3.OA.A.4, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 11 | Unknown as Number of Groups Division MWBAT represent division situations where the number of groups is unknown by drawing models and writing division number sentences. | | O | |
| 12 | Write division stories MWBAT write and solve division stories using their understanding of division as splitting a total equally to solve for the number of groups OR amount in each group. | | 3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$. 3.OA.B.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) 3.OA.B.6 | |

| | | | | |
|----|---|---|---|--|
| | | Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> | | |
| 13 | Interpret unknowns using arrays (use variable/symbols to represent the unknown) MWBAT describe an unknown quotient or factor in context as representing the same amount in related multiplication and division sentences. | 3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$.</i> | ○ | |
| 14 | Division as unknown factor arrays/tape diagrams MWBAT represent multiplication and division situations with tape diagrams that describe the number of groups, amount in each group, and the total. | 3.OA.B.5 Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> 3.OA.B.6 Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> | ○ | |
| 15 | Commutative & Associate Property with arrays MWBAT demonstrate the Commutative and Associative Properties of Multiplication by modeling arrays, writing multiplication sentences for arrays, and using arrays to find products. | 3.OA.B.5 Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> | ○ | |
| 16 | Zero and identity property MWBAT demonstrate the Zero and Identity Properties of Multiplication using models and multiplication and division sentences. | | ○ | |
| 17 | Multiply with multiples of 10 (PV blocks and sticks and dots) MWBAT multiply by multiples of ten by using their understanding of place value, models, and a place value chart. | 3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations. | ○ | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.NBT.A.3, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 18 | Multiply by multiples of 10 | | ○ | |

| | | | | |
|----|--|--|---|--|
| | MWBAT multiply by multiples of ten by using their understanding of place value and basic multiplication facts. | | | |
| 19 | Unit Assessment | | 0 | |

Math Practice & Cumulative Review

Practice Workbook A

- 3.OA.A.4 – Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- 3.OA.A.1 – Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
- 3.OA.A.2 – Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned into equal shares of 8 objects each.

During Unit One, teachers may opt to revisit some foundational 2nd Grade standards to support Grade 3 work. The following would be recommended standards to revisit from the AF Grade 2 Practice Workbook:

Practice Workbook B:

- 2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Practice Workbook E:

- 2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Friday Cumulative Review:

- Unit 1.1
- Unit 1.2
- Unit 1.3
- Unit 1.4
- Unit 1.5

Unit Two: Time & Graphing ²

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|--|--|--|--------|---|
| 1 | Generate & Organize Data: Pictographs MWBAT generate and organize data by conducting a survey and displaying the data in a pictograph. MWBAT choose a key for their pictograph that best displays the data, using half symbols as needed by thinking about the relationships between the numbers in their data. | 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.MD.B.3, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 2 | Collect & Organize Data – Tape Diagrams MWBAT display a data set by creating and labeling tape diagrams to represent values. | | O | |
| 3 | Create Scaled Bar Graphs MWBAT create scaled bar graphs by drawing bars to represent values based on a given scale and labeling all components. | | O | |
| 4 | Collect & Display Data Project: MWBAT collect and display data by conducting a survey and creating a scaled picture graph and bar graph to show the results. | | O | |
| 5 | Solve 2-step Story Problems About Graphs – Day 1 MWBAT solve 1- and 2-step story problems about graphs by determining the information from the graph needed to solve and representing the problem with equations. | | O | |
| 6 | Solve 2-step Story Problems About Graphs – Day 2 MWBAT solve 1- and 2-step story problems about graphs by determining the information from the graph needed to solve and representing the problem with equations. | | O | |
| 7 | Create Graphs and Questions Based on Graphs MWBAT display data using a picture graph and bar graph and generate 1-and 2-step questions about the data by considering different problem types and using the data in their graph. | | O | |
| 8 | Unit Assessment | | O | |
| INTERIM ASSESSMENT ONE (post Unit 2) | | | | |
| Math Practice & Cumulative Review | | | | |

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Practice Workbook A

- 3.OA.A.4 – Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- 3.NBT.A.3 – Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
- 3.OA.A.1 – Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
- 3.OA.A.2 – Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned into equal shares of 8 objects each.

Friday Cumulative Review:

- Unit 2.1
- Unit 2.2

Unit Three: Addition, Subtraction, & Time ³

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|--|
| 1 | Round to Nearest Ten Vertical Number Line MWBAT round two- and three-digit numbers to the nearest ten using vertical number lines. | 3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100. | O | <ul style="list-style-type: none"> • In order to ensure students get sufficient practice to move towards mastery of 3.NBT.A.1, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 2 | Round to Nearest Hundred Vertical Number Line MWBAT round three-digit numbers to the nearest hundred using vertical number lines. | | O | |
| 3 | Round to Nearest Ten or Hundred MWBAT round whole numbers to the nearest ten or hundred by asking what two tens or hundreds the number is in between, and which ten or hundred it is closer to. | | O | |
| 4 | Rounding Puzzles MWBAT solve problems involving estimation using their understanding of rounding and place value. | | O | |
| 5 | Add with Expanded Notation to Hundreds Place MWBAT add two- and three-digit numbers using add with expanded notation or a strategy that works for us. | 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | O | <ul style="list-style-type: none"> • In order to ensure students get sufficient practice to move towards mastery of 3.NBT.A.2, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 6 | Add by Place to Hundreds Place MWBAT add two- and three-digit numbers using add by place or a strategy that works for us. | | O | |
| 7 | Add by Place Multiple Addends MWBAT add three or more numbers using a strategy that works best for them and the problem. | | O | |
| 8 | Subtract with Expanded Notation to Hundreds Place MWBAT subtract two- and three-digit numbers using subtract with expanded notation or a strategy that works for us. | | O | |

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| | | | | |
| 9 | Subtract with Number Line MWBAT subtract two- and three-digit numbers using a number line to count up or count back. | | O | |
| 10 | Add Subtract Round in Word Problems MWBAT compare estimates to exact sums or differences by thinking about how rounding affects values and calculations. | | O | |
| 11 | Time as continuous measurement MWBAT measure amounts of time in seconds and minutes using stopwatches MWBAT solve problems about time using number lines to represent time as a continuous measurement. | 3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.MD.A.1, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 12 | Tell Time to the Nearest Minute MWBAT display and read times shown on clocks and number lines by relating the minutes on a clock to a number line that counts by 5s and 1s. | | O | |
| 13 | Find Elapsed Time with Clocks MWBAT solve problems about time within one hour using a clock to count up or count back and by displaying their solution with the appropriate units. | | O | |
| 14 | Find Start, End, Elapsed Time with a Number Line-Day 1 MWBAT solve problems about elapsed time by counting up on a number line in hour and minute intervals. | | O | |
| 15 | Find Start, End, Elapsed Time with a Number Line-Day 2 MWBAT solve problems about elapsed time by counting up on a number line in hour and minute intervals. | | O | |
| 16 | Elapsed Time on a Time Line Exemplars MWBAT solve problems with an unknown start, end or elapsed time by representing and then solving with a timeline. | | O | |
| 17 | Unit Assessment | | O | |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook A <ul style="list-style-type: none"> 3.MD.C.6 – Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 3.MD.C.7a – Find the area of a rectangle with whole-number side lengths by tiling it, and showing that the area is the same as would be found by multiplying side lengths. Practice Workbook B <ul style="list-style-type: none"> 3.NBT.A.1 – Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.A.2 – Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Practice Workbook E <ul style="list-style-type: none"> 3.MD.B.3 - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> | | | | |

Friday Cumulative Review:

- Unit 3.1
- Unit 3.2
- Unit 3.3
- Unit 3.4

Unit Four: Measurement ⁴

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|--|--|---|--------|---|
| 1 | Measure and Estimate Mass MWBAT measure and estimate the weight of objects using standard units of mass (grams and kilograms) and by accurately reading a scale or using benchmark measures. | 3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.MD.A.2, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 2 | Word Problems with Mass MWBAT solve problems about the actual or approximate mass of objects by visualizing, representing, and solving using all four operations and estimation. | | O | |
| 3 | Measure and Estimate Metric Capacity MWBAT measure and estimate liquid volumes using standard units of volume (liters and milliliters) and a vertical number line. | | O | |
| 4 | Mixed Word Problems with Mass and Capacity MWBAT solve problems about measurement by visualizing, representing, and solving using all four operations and estimation. | | O | |
| 5 | Unit Assessment | | O | |
| INTERIM ASSESSMENT TWO (post Unit 4) | | | | |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook B <ul style="list-style-type: none"> 3.NBT.A.1 – Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.A.2 – Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Friday Cumulative Review: <ul style="list-style-type: none"> Unit 4.1 | | | | |

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Unit Five: Fractions ⁵

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|---|--------|---|
| 1 | Seeing parts and a whole / unit fractions – Concrete MWBAT identify and represent unit fractions using models, pictures and fraction notation. | 3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.NF.A.1, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 2 | Seeing parts and a whole / unit fractions - Fraction Strips MWBAT identify and represent unit fractions using models, pictures and fraction notation. | | O | |
| 3 | Partition a Whole into Equal Parts / unit fractions - Pictorial MWBAT create and name unit fractions by partitioning wholes into equal parts. | | O | |
| 4 | Identify and Represent Non-Unit Fractions – Concrete MWBAT identify and represent non-unit fractions using models, pictures and fraction notation. | | O | |
| 5 | Identify and Represent Non-Unit Fractions MWBAT identify and represent non-unit fractions using pictures, words, and numbers. | | O | |
| 6 | Identify and Represent Fractions Greater than One Whole MWBAT identify and represent fractions equal to or greater than 1 whole using concrete and pictorial models. | | O | |
| 7 | Compare Fractions with the Same Numerator MWBAT compare fractions by reasoning about their size using fraction strips and fraction models. | 3.NF.A.3.d Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.NF.A.3.d, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 8 | Compare Fractions with the Same Denominator MWBAT compare fractions with the same denominator by reasoning about the number of parts using fraction strips and fraction models. | | O | |
| 9 | Compare Fractions with Different Size Wholes MWBAT identify that a shape with shaded parts can represent different fractions depending on the whole that is designated. | | O | |
| 10 | Place Unit Fractions on the Number Line MWBAT place fractions on a number line between 0 and 1 by partitioning the line into equal intervals and labeling endpoints. | 3.NF.A.2 Understand a fraction as a number on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.NF.A.2, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 11 | Place Any Fraction on the Number Line | | O | |

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| | | | | |
|----|--|---|---|---|
| | MWBAT identify and represent fractions on a number line between 0 and 1 by partitioning the line into equal intervals and labeling endpoints. | <p>whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> | | |
| 12 | <p>Place Whole Number (and more than a whole) Fractions on the Number Line</p> <p>MWBAT identify and represent fractions equal to and between whole numbers on a number line by labeling whole number fractions and partitioning the wholes into equal intervals.</p> | | O | |
| 13 | <p>Mixed Practice Placing Fractions on a Number Line</p> <p>MWBAT identify and represent fractions equal to and between whole numbers on a number line by labeling whole number fractions and partitioning the wholes into equal intervals.</p> | | O | |
| 14 | <p>Compare Fractions on a Number Line</p> <p>MWBAT compare fractions on a number line by reasoning about the fractions' distance from 0.</p> | <p>3.NF.A.2</p> <p>Understand a fraction as a number on a number line diagram.</p> <p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>3.NF.A.3.a,c,d</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or</p> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.NF.A.2 and 3.NF.A.3c-d, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |

| | | | | |
|---|--|--|---|--|
| | | <, and justify the conclusions, e.g., by using a visual fraction model. | | |
| 15 | Equivalent Fractions with Different Shapes MWBAT recognize parts of a whole as equivalent if they are the same size and not just the same shape. | 3.NF.A.3.b Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.NF.A.3b, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 16 | Equivalent Fractions on a Number Line MWBAT identify equivalent fractions on the number line by partitioning the line into equal parts and finding fractions that are located on the same point. | 3.NF.A.3.a-c Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. | O | |
| 17 | Create Equivalent Fractions using Number Lines MWBAT generate equivalent fractions by creating more or fewer equal parts/intervals in a model/number line. | a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i> | O | |
| 18 | Whole Numbers as Fractions on a Number Line MWBAT express whole numbers as fractions by recognizing the number of parts the whole is split into as the denominator and the number of parts described as the numerator. | 3.NF.A.3.c Explain equivalence of fractions with denominators 2, 3, 4, 6, and 8 in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i> | O | |
| 19 | Unit Assessment | | O | |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook B | | | | |
| <ul style="list-style-type: none"> 3.NBT.A.1 – Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.A.2 – Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.MD.A.1 – Understand time to the nearest minute. | | | | |

Practice Workbook C

- 3.MD.A.2 – Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem.

Friday Cumulative Review:

- Unit 5.1
- Unit 5.2
- Unit 5.3
- Unit 5.4
- Unit 5.5

Unit Six: Length & Perimeter ⁶

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|---|
| 1 | Create Ruler and Measure to Nearest Quarter-Inch MWBAT create a ruler that measures to the quarter-inch by partitioning equal inch intervals and use that ruler to measure lengths. | 3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.MD.B.4, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 2 | Measure with Broken Ruler MWBAT identify the length of an object by counting whole inches and fractions of an inch on a broken ruler. | | O | |
| 3 | Measure with a Ruler to Quarter inch MWBAT measure the length of an object to the nearest quarter-inch using a ruler and applying understandings of whole numbers and fractions. | | O | |
| 4 | Interpret Measurement Data from a Line Plot MWBAT interpret the data displayed in a line plot by reading the title and labels to understand what information the graph is displaying. | | O | |
| 5 | Create Line Plots MWBAT create line plots to represent data by writing a title and labels, completing a number line with the values represented, and using X's to plot values on the line. | | O | |
| 6 | Measure Create a Line Plot and Interpret Data MWBAT generate measurement data by measuring objects to the nearest quarter-inch. MWBAT create line plots to display the data and ask and answer questions to interpret plots. | | O | |
| 7 | Find Perimeter Using String MWBAT recognize and measure the perimeter of shapes using string to find the length around the outside/boundary of the shape. | 3.MD.D.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.MD.D.8, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 8 | Determine Perimeter All Sides Known MWBAT determine the perimeter of a shape by adding the lengths of all sides of the shape. | | O | |
| 9 | Determine Perimeter with Unknown Sides Simple Shapes | | O | |

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| | | | |
|----|---|--|---|
| | MWBAT determine the perimeter of a common shape, using standard units, by thinking about the attributes of given shapes and how sides relate to one another. | | |
| 10 | Determine Perimeter with Unknown Sides Complex Shapes MWBAT calculate the perimeter of irregular shapes by determining the lengths of missing sides using the attributes of the shape and the given side lengths. | | 0 |
| 11 | Same Perimeter Different Area MWBAT draw conclusions about the difference between area and perimeter by exploring the area of shapes that have the same perimeter but different dimensions. | | 0 |
| 12 | Same Area Different Perimeter MWBAT draw conclusions about the difference between area and perimeter by exploring the perimeter of shapes that have the same area but different dimensions. | | 0 |
| 13 | Unit Assessment | | 0 |

Math Practice & Cumulative Review

Practice Workbook D

- 3.NF.A.1 – Understand a fraction $\frac{1}{b}$, with denominators 2, 3, 4, 6, and 8, as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
- 3.NF.A.2 – Understand a fraction denominators 2, 3, 4, 6, and 8 as a number on a number line diagram.
- 3.NF.A.3b – Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

Friday Cumulative Review:

- Unit 6.1
- Unit 6.2
- Unit 6.3

Unit Seven: Multiplication, Division, & Area 2⁷

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|---|
| 1 | <p>Patterns with 2, 5, and 10 MWBAT multiply with 2, 5, and 10 as factors by identifying patterns in the ones place of products and applying these patterns to check the reasonableness of a solution.</p> <p>Patterns with 9 MWBAT multiply with 9 as a factor by identifying patterns and applying these patterns to skip-count and check the reasonableness of a solution.</p> <p>Patterns with 2, 4, and 8 MWBAT multiply with 2, 4 and 8 as factors by using doubling.</p> <p>Patterns with 3 and 6 MWBAT multiply with 3 and 6 as factors by using doubles.</p> | <p>3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p>3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.OA.C.7, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 2 | <p>Arrays and the Distributive Property MWBAT solve multiplication problems using the distributive property to break facts into parts and combine the products of these parts to find the original product.</p> | 3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i> | O | |
| 3 | <p>Distributive Property Problems with all Digits as Factors MWBAT solve multiplication problems using the distributive property to break facts into parts and combine the products of these parts to find the original product.</p> | 3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i> | O | |
| 4 | <p>Write Multiplication Stories MWBAT write multiplication stories to describe abstract situations with equal groups.</p> | 3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., | O | |
| 5 | <p>Write Division Stories</p> | | O | |

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| | MWBAT write division stories to describe a situation where either the number of groups or the amount in each group is unknown. | by using drawings and equations with a symbol for the unknown number to represent the problem. | | |
| 6 | Understand Parentheses and Use to Solve MWBAT demonstrate and explain how the place of the parentheses in an equation can change the solution. | 3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 3.OA.B.5 Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> | O | |
| 7 | Determine Area by Composing Rectangles MWBAT determine the area of larger rectangles composed of separate, smaller rectangles using multiplication and addition. | 3.OA.B.5 Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.MD.7.b-d, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 8/9 | Distributive Property to Find Area of Large Rectangles MWBAT determine the area of rectangles using the distributive property to break apart the larger rectangles into smaller arrays of square units. | | O | |
| 10 | Area and Distributive Property Story Problems MWBAT solve story problems by using the distributive property. | | O | |
| 11 | Identifying Unknown Side Lengths of Rectilinear Shapes MWBAT identify the unknown side length of a rectilinear shape by reasoning with their knowledge of geometry. | 3.MD.7.b-d Relate area to the operations of multiplication and addition. | O | |
| 12 | Area of Rectilinear Shapes MWBAT determine the area of rectilinear shapes by decomposing the shapes into squares and rectangles whose area can be found using multiplication and then combining these areas. | b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole- | O | |

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|----|---|--|---|--|
| 13 | Area of Rectilinear Shapes- Subtracting the Cut Out MWBAT find the area of a rectilinear shape by thinking about the shape as a large rectangle with a rectangular cut out. | number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems. | O | |
| 14 | Area of Rectilinear Shapes- Mixed Practice MWBAT find the area of rectilinear shapes by choosing an appropriate strategy. | | O | |
| 15 | Flex | | O | |
| 16 | Unit Assessment | | O | <ul style="list-style-type: none"> On the Unit 7 assessment, Problem 4 requires students to solve $5+(8 \times 3)$, which is aligned to 5.OA.A.1. This item should be removed or used for extension purposes only. |

Math Practice & Cumulative Review

Practice Workbook D

- 3.NF.A.2 – Understand a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram.
- 3.NF.A.3b – Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- 3.NF.A.3c – Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
- 3.NF.A.3d – Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$ and justify the conclusions e.g., by using a visual fraction model.

Practice Workbook D

- 3.MD.D.8 - Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Friday Cumulative Review:

- Unit 7.1
- Unit 7.2
- Unit 7.3
- Unit 7.4

Unit Eight: Story Problems ⁸

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|--|--------|--|
| 1 | Patterns in the Addition Table MWBAT use addend-addend sum tables to model addition patterns and explain why patterns make sense. | 3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i> | O | |
| 2 | Patterns in the Multiplication Table MWBAT identify and describe patterns in the multiplication and division table and why they work. | | O | |
| 3 | Constant Rate of Change MWBAT solve problems involving a constant rate of change by thinking about the start amount and the change amount. | | O | |
| 4 | Mixed Patterns MWBAT find and describe patterns and explain why they work. | | O | |
| 5 | Two-Step Story Problems All Four Operations MWBAT solve two-step story problems by representing and solving all parts of the problem to answer the big question using letters to represent the unknown. | 3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | O | |
| 6 | Two-Step Story Problems Day 2 MWBAT solve two-step story problems by representing and solving all parts of the problem to answer the big question using letters to represent the unknown. | | O | |
| 7 | Two-Step Story Problems Day 3 Multiples of Ten MWBAT solve two-step story problems by representing and solving all parts of the problem to answer the big question using letters to represent the unknown. | | O | |
| 8 | Two-Step Story Problems – Area and Perimeter MWBAT solve multi-step problems involving area and perimeter by applying their understanding of these measurement concepts to real-world situations. | | O | |
| 9 | Unit Assessment | | O | <ul style="list-style-type: none"> On the Unit 8 assessment, Problem 2 is a two-step word problem that requires students to multiply beyond 100. The Grade 3 standards require students to multiply within 100 and therefore this item should be removed or used for extension purposes only. |

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Math Practice & Cumulative Review

Practice Workbook F

- 3.OA.C.7 – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division, (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.
- 3.MD.C.7b – Multiply side lengths to find the areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular area in mathematical reasoning.

Friday Cumulative Review:

- Unit 8.1
- Unit 8.2

Unit Nine: Geometry⁹

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|--|--|---|--------|--|
| 1 | Define and Classify Polygons Based on Attributes MWBAT identify and describe different attributes of polygons by observing their sides and angles. MWBAT classify polygons based on the number of sides and angles. | 3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 3.G.A.1, teachers should refer to Grade 3 Practice Workbook for additional at-bats. |
| 2 | Classifying quadrilaterals MWBAT identify and classify quadrilaterals based on their attributes (sides and angles). | | O | |
| 3 | Comparing quadrilaterals MWBAT compare and draw quadrilaterals based on their attributes (sides and angles). | | O | |
| 5 | Analyzing quadrilaterals MWBAT analyze quadrilaterals by deciding whether or not their attributes make them part of another category. | | O | |
| 6 | Unit Assessment | | O | |
| MOCK ASSESSMENT (post new content) *optional* INTERIM ASSESSMENT 4 (end of year) | | | | |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook F | | | | |
| <ul style="list-style-type: none"> 3.OA.C.7 – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division, (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers. 3.MD.C.7c – Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. 3.G.A.1 - Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. | | | | |
| Friday Cumulative Review: | | | | |
| <ul style="list-style-type: none"> Unit 9.1 Unit 9.2 | | | | |

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Guide to Implementing AF Math: Grade 4

This document is designed to guide teachers through each component of the Achievement First Elementary School math curriculum. It gives an overview of the program as a whole and then each component individually. It includes the purpose of each component and suggested ways to implement them within to school day and week.

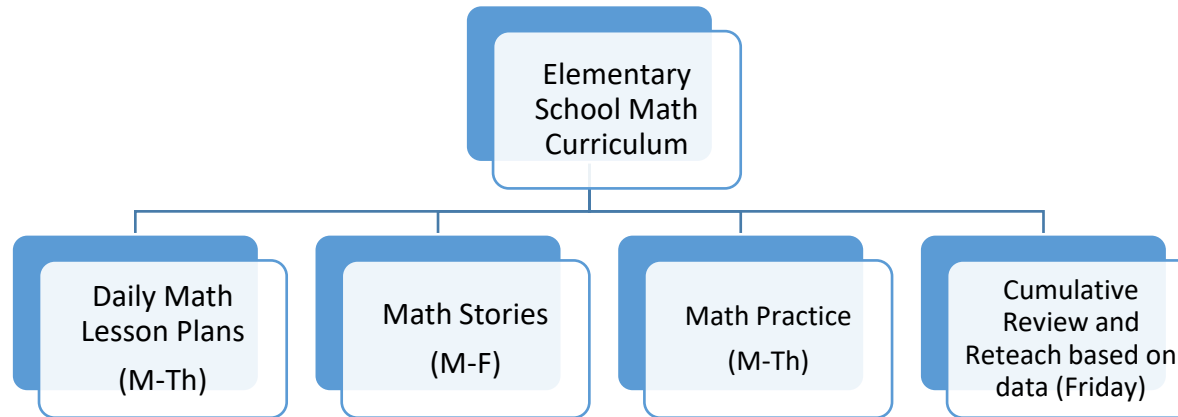
In this document you will also find the daily lesson standards, lesson aims, and review standards for each unit throughout the year. It is noted throughout the document whether the lesson or review material is on grade level and any resources used.

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Program Overview: Components of Achievement First's Mathematics Program

Our program aims to see the mathematical practices come to life through the shifts ([focus](#), [coherence](#), [rigor](#)) called for by the standards. For students to engage at equal intensities weekly with all 3 tenets, we structured our program into three main daily components Monday-Thursday: Math Lesson, Math Stories and Math Practice. Additionally, students engage in Math Cumulative Review and strategic data based reteach each Friday in order for scholars to achieve the fluencies and procedural skills required. See the diagram below followed by each Category Overview for more information.



Potential Weekly and Daily Schedule Based on 90 Minutes*

| Day 1** | Day 2 | Day 3 | Day 4 | Day 5 |
|------------------------------|------------------------------|------------------------------|------------------------------|---------------------------------------|
| <u>Math Lesson</u> : 60 min | <u>Math Lesson</u> : 60 min | <u>Math Lesson</u> : 60 min | <u>Math Lesson</u> : 60 min | <u>Reteach based on data</u> : 45 min |
| <u>Math Stories</u> : 20 min | <u>Math Stories</u> : 20 min | <u>Math Stories</u> : 20 min | <u>Math Stories</u> : 20 min | <u>Math Stories</u> : 20 min |
| <u>Practice</u> : 10 min | <u>Practice</u> : 10 min | <u>Practice</u> : 10 min | <u>Practice</u> : 10 min | <u>Practice</u> : 25 min |

* If a school has less than 90 minutes of math, then component minutes can be adjusted.

**The daily schedule does not have to follow this particular order and can be moved around to best suit the daily schedule at the school.

Math Lesson Types

Exercise Based Lesson

Purpose:

- To enable students to make connections, draw conclusions, identify key points and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and carefully selected exercises.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

| Component Name | <u>Introduction</u> | ➔ | <u>Workshop</u> | ➔ | <u>Discussion</u> | ➔ | <u>Independent Practice</u> | ➔ | <u>Closing & Exit Ticket</u> |
|--------------------------|--|---|--|---|---|---|--|---|---|
| Component Purpose | Develop meaning through connection making and focus student thinking on prioritized concept and strategy | | Collaborative processing time to continue to develop understanding of prioritized concept and strategy | | Discuss thinking and work completed during Workshop to clarify lingering misconceptions | | Independent processing and internalization of prioritized concept and strategy | | Summarize and assess day's learning and make connections to big ideas of the unit |
| Component Timing | 15-25 minutes | | 10 minutes | | 5 minutes | | 10-20 minutes | | 5 minutes |

Task Based Lesson

Purpose:

- Students make sense of the mathematics they've learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

| Component Name | <u>Understand</u> | ➔ | <u>Exploration</u> | ➔ | <u>Discussion</u> | ➔ | <u>Extension</u> | ➔ | <u>Evaluation</u> |
|--------------------------|--|---|---|---|--|---|---|---|--|
| Component Purpose | Initial engagement by students to visualize and understand the task and what the solution requires | | Aligned to the problem solving approach, students leverage prior knowledge to develop, test, and revise solution strategies | | Present understanding developed and strategies utilized during Exploration, and make connections to and name new concepts and skills | | Time to apply acquired knowledge by building on or extending concepts and/or skills | | Assess knowledge development and effectiveness of the lesson |
| Component Timing | 3-5 minutes | | 10-12 minutes | | 15-20 minutes | | 10-15 minutes | | 5-10 minutes |

Math Practice and Cumulative Review

Purpose: To facilitate the making of connections and build fluency or solidify understandings of the skills and concepts students have acquired throughout the week and to strategically revisit concepts.

| Component Name | <u>Mixed Practice</u> | → | <u>Discussion</u> | → | <u>Mixed Practice Continued</u> |
|-------------------|---|---|---|---|---|
| Component Purpose | Students practice targeted review independently | | Students discuss one problem and common misconceptions or various solution strategies used mid-practice | | Students practice targeted review independently |
| Component Timing | 10 minutes | | 5 minutes | | 10 minutes |

Math Reteach

Purpose: To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of the concepts. Lessons are devoted to concepts and skills for which many students have previously demonstrated unacceptable levels of mastery.

| Component Name | <u>Framing</u> | → | <u>Error Analysis</u> | → | <u>Aligned Practice</u> | → | <u>Exit Ticket</u> |
|-------------------|--|---|---|---|--|---|--|
| Component Purpose | Frame includes culture conversation about scores, importance of content, malleable intelligence, or perseverance | | Students analyze an example and non-example in order to clarify misconceptions and deepen understanding | | Practice engages students in continued thinking about growth area through solving problems, analyzing work, and writing explanations | | Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill |
| Component Timing | 3 minutes | | 10-12 minutes | | 15-20 minutes | | 5 minutes |

Program Overview: Scope and Sequence Detail

The rest of this document is designed to help teachers identify the standards on which each lesson within a unit is focused, whether on grade level or not. You will find the daily lesson aims within each unit and the standards addressed within that lesson. Not every lesson is entirely focused on grade level standards, and, therefore, some lessons can be used for either remediation or enrichment. This will be denoted within each unit with an R (remediation), O (on grade level) or E (enrichment). Furthermore, an asterisk is used to denote a standard that is not addressed in its entirety in that single lesson.

This document can be used to further inform teachers about how to ensure scholars have sufficient practice with all of the Common Core State Standards. Standards or parts thereof that are bolded are addressed within a lesson but with limited exposure. It is recommended that teachers supplement the lessons addressing these standards by using the AF Practice Workbooks to ensure mastery for all students. Recommendations for when to revisit these standards during Math Practice and Friday Cumulative Review are noted in the Practice section of each unit.

Unit One: Multiplication & Division 1ⁱ

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|---|
| 1 | Multiples SWBAT define and identify multiples of certain numbers by skip-counting and using multiplication facts. | 4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.OA.B.4, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 2 | Factors and multiples SWBAT define and identify factors of certain numbers by thinking of multiplication facts and arrays. | | | |
| 3 | Factor using rainbows SWBAT find all factors of a given number by creating factor rainbows. | | | |
| 4 | Factor Pairs/Determining Prime or Composite SWBAT identify numbers as prime and composite by listing factor pairs and using factor rainbows, and determining the number of factor pairs a given number has. | | | |
| 5 | Multiplicative Compare with Larger Unknowns SWBAT understand the meaning of multiplicative language and represent and solve multiplicative compare problems involving multiplication by annotating and labeling word problems and creating visual representations (MC-LU). | 4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.OA.A.1, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 6 | Multiplicative Compare with Smaller Unknowns SWBAT interpret, represent and solve multiplicative compare problems involving division by annotating and labeling word problems and creating visual representations (MC-SU). | | | |
| 7 | Multiplicative Compare with all problem types and symbols for unknowns SWBAT represent and solve all types of multiplicative compare problem types by annotating as needed and labeling word problems and creating visual representations (MC-LU, MC-SU, and MC-MU). SWBAT write equations with variables to represent all types of multiplicative compare problems. | | | |
| 8 | Multiplicative Compare with all problem types and symbols for unknowns SWBAT interpret multiplication equations as multiplicative compare statements by replacing symbols with words. | | | |
| 9 | Record, Identify, and Extend Patterns and Relationships | 4.OA.C.5 Generate a number or shape pattern that follows a | O | <ul style="list-style-type: none"> In order to ensure students get |

| | | | | |
|--|--|--|----------|--|
| | <p>SWBAT determine the rules and apply that rule to extend the pattern by finding the repeated relationship between consecutive terms in the pattern.</p> <p>SWBAT find the rules and fill in tables based on the rule by finding the repeated relationship between pairs of numbers in tables.</p> <p>SWBAT record mathematical observations about patterns by using knowledge of number patterns and asking themselves, “how do these numbers relate to one another?”</p> | <p>given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</p> | | <p>sufficient practice to move towards mastery of 4.OA.C.5, teachers should refer to the Grade 4 Practice Workbook for additional at-bats.</p> |
| 10 | <p>Extend and Record observations of patterns with a focus on Geometric Patterns</p> <p>SWBAT identify and extend various types of patterns including geometry patterns by noticing consistencies and repetitions in their observations and recording using an organized method (tables, charts, etc.).</p> <p>SWBAT describe observations and rules about patterns by using mathematical vocabulary and explaining the relationship between terms in the patterns.</p> | | | |
| 11 | Unit Assessment | | O | |
| Math Practice & Cumulative Review | | | | |
| <p>Practice Workbook A</p> <ul style="list-style-type: none"> - 4.OA.A.1 – Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5. - 4.OA.B.4 – Using whole numbers in the range 1-100, find all factor pairs for a given whole number, recognize that a given whole number is a multiple of each of its factors, determine whether a given whole number is a multiple of a given one-digit number, and determine whether a given whole number is prime or composite. <p><i>During Unit One, teachers may opt to revisit some foundational 3rd Grade standards to support Grade 4 work. The following would be recommended standards to revisit from the AF Grade 3 Practice Workbook:</i></p> <p>Practice Workbook A</p> <ul style="list-style-type: none"> - 3.OA.A.4 – Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <p>Practice Workbook B</p> <ul style="list-style-type: none"> - 3.NBT.A.1 – Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>Practice Workbook F</p> <ul style="list-style-type: none"> - 3.OA.C.7 – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division, (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers. <p>Friday Cumulative Review:</p> <ul style="list-style-type: none"> - Unit 1.1 - Unit 1.2 | | | | |

Unit Two: Place Value ⁱⁱ

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|--|
| 1 | <p>Manipulate and express numbers in a variety of forms using 1,000 book</p> <p>SWBAT count by hundreds up to 1,000 and identify hundreds that come between by creating a 1,000 book.</p> <p>SWBAT write numbers through 9,999 in standard, expanded and written form by thinking about place value and saying numbers out loud.</p> <p>SWBAT identify a result of changing the amount in a given place value of a number by using place value strategies rather than addition/subtraction strategies.</p> | <p>4.NBT.A.2</p> <p>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p> <p>Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.</p> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NBT.A.1 and 4.NBT.A.2, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 2 | <p>Express numbers up to hundred-thousand place in standard, expanded, and written form</p> <p>SWBAT write numbers through 999,999 in standard, expanded and written form by using place value blocks, drawings, place value charts, and saying numbers out loud.</p> <p>SWBAT convert between numbers through 999,999 written in standard, written, and expanded form as well as in place value charts and with non-standard partitioning by thinking about place value.</p> | | | |
| 3 | <p>Non-standard partitioning in the thousands</p> <p>SWBAT convert between non-standard partitioning and expanded, standard and written form of numbers by thinking about exchanging groups of 10 for the next largest place value and decomposing numbers.</p> | <p>4.NBT.A.1</p> <p>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>4.NBT.A.2</p> <p>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p> <p>Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.</p> | O | |
| 4 | <p>Non-Standard Partitioning Day 2</p> <p>SWBAT evaluate many forms of numbers in non-standard partitioning and find various ways to show the same numbers by thinking about place value and decomposing/composing numbers to create values equal to a given number.</p> | | | |
| 5 | <p>Place Value Relationships: Ten Times Greater</p> <p>SWBAT describe the relationship between place values by using multiplicative compare language and thinking about how many of a smaller place value they need to create 1 new larger place value.</p> | <p>4.NBT.A.1</p> <p>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> | O | |
| 6 | <p>Apply Ten Times Greater Place Value Relationship to Problems</p> | | | |

| | | | | |
|---|--|--|--|--|
| | SWBAT solve equations by applying their understanding of the ten times relationship between place values. | | | |
| 7 | Compare and Order Numbers through the Hundred-Thousands Place SWBAT compare and order numbers through 999,999 by thinking about the value of the digit in each place. | 4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. | | O |
| 8 | Round Numbers to the Thousands Place SWBAT round numbers through 999,999 to the nearest ten, hundred or thousand by using number lines. | 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. | | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NBT.A.3, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 9 | Round Numbers to the Hundred-Thousands Place (Extension of Day 1) SWBAT round numbers through 999,999 to the nearest ten, hundred, thousand, ten thousand or hundred thousand by using number lines and considering the two numbers their number to round is between and rounding up or down. | | | |
| 10 | Use rounding to estimate sums and differences SWBAT fluently round numbers through 999,999 to place values through the hundred thousands and explain how they rounded by using number lines and thinking about place value. SWBAT estimate sums and differences to equations with numbers in the hundred-thousands by rounding and then adding/subtracting using a variety of strategies. | | | |
| 11 | Unit Assessment | | | |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook A <ul style="list-style-type: none"> 4.OA.C.5 - Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. Practice Workbook B <ul style="list-style-type: none"> 4.NBT.A.1 – Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in a place to its right. 4.NBT.A.2 – Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit whole numbers based on the meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 4.NBT.A.3 – Use place value understanding to round multi-digit whole numbers, less than or equal to 1,000,000 to any place. Friday Cumulative Review: <ul style="list-style-type: none"> Unit 2.1 Unit 2.2 Unit 2.3 | | | | |

Unit Three: Addition & Subtraction ⁱⁱⁱ

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|--|--|--|--------|--|
| 1 | Add Numbers with Expanded Form SWBAT calculate sums with addends in the hundred thousands by using expanded notation addition. | 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | R | <ul style="list-style-type: none"> This lesson focuses on the review of 3.NBT.A.2, and therefore teachers may opt to skip it or use it for remedial purposes. |
| 2 | Standard Algorithm for Addition SWBAT calculate sums with addends through the hundred-thousands by using the standard algorithm. | 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NBT.A.4, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 3 | Subtract Expanded Form and Visual Models SWBAT calculate differences with addends in the hundred thousands by using expanded notation subtraction and relating it to pictures of place value blocks. | | | |
| 4 | Standard Algorithm for Subtraction SWBAT calculate differences through the hundred-thousands by using the standard algorithm for subtraction. | | | |
| 5 | Standard Algorithm for Subtraction Across Zeros SWBAT calculate differences when required to regroup across several zeros by using the standard algorithm. | | | |
| 6 | Mixed Addition & Subtraction Practice (Error Analysis) SWBAT accurately and fluently solve addition and subtraction equations with numbers through the hundred thousands using the standard algorithm. | | | |
| 7 | Unit Assessment | | | |
| INTERIM ASSESSMENT ONE (post Unit 3) | | | | |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook B <ul style="list-style-type: none"> 4.NBT.A.2 – Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit whole numbers based on the meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. Practice Workbook C <ul style="list-style-type: none"> 4.NBT.A.4 – Use place value understanding to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers with sums less than or equal to 1,000,000 using the standard algorithm. Friday Cumulative Review <ul style="list-style-type: none"> Unit 3.1 Unit 3.2 | | | | |

Unit Four: Multiplication & Division 2^{iv}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|---|--------|--|
| 1 | Determine Area & Perimeter using Formulas SWBAT solve for the area and perimeter of rectangles using formulas when problems explicitly and implicitly ask for area of perimeter with 2 sides lengths given. | 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.MD.A.3, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 2 | Determine Area & Perimeter by Decomposing Rectilinear Figures into rectangles SWBAT solve for the area and perimeter of rectilinear figures by decomposing them into smaller rectangles and adding all the sides. | | | |
| 3 | Determine Unknown Side Length Using Area Formula SWBAT find the unknown side length of a rectangle with a given area and additional side length by using the formula for area of rectangles and division or unknown factor multiplication. | | | |
| 4 | Multiply by multiples of 10 and 100 SWBAT multiply by multiples of ten by using place value knowledge, changing the place values of digits, and recognizing patterns and rules in the amount of zeroes added to products. | 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NBT.B.5, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 5 | Multiply 1-digit by 2 & 3-digit factors: Concrete SWBAT solve 2x1 and 3x1 multiplication problems by using place value blocks (arrays) and pictures of place value blocks to build arrays and then adding up the partial products. | | | |
| 6 | Multiply 1-digit by 2 & 3-digit factors: Pictorial & Area Model SWBAT solve 2x1, 3x1, and 4x1 multiplication problems by using pictures of place value blocks (array) and the area model to represent the problem and then adding up the partial products. | | | |
| 7 | Multiply 2-digit by 2-digit factors: Concrete & Pictorial SWBAT solve 2x2 multiplication problems by using pictures of place value blocks (array) to represent the problem and then adding up the partial products. | | | |
| 8 | Multiply 2-digit by 2-digit factors: Area Model SWBAT solve 2x2 multiplication problems by using the area model to represent the problem (starting with a grid drawn to scale) and then adding up the partial products. | | | |
| 9 | Multiply 1-digit by up to 4-digit and 2-digit by 2-digit factors using the Area Model | | | |

| | | | | |
|----|---|--|---|--|
| | SWBAT solve $2/3/4 \times 1$ and 2×2 multiplication problems by using the area model to represent the problem and then adding up the partial products. | | | |
| 10 | Divide by multiples of 10/100/1000 SWBAT divide by multiples of 10 when the basic fact divides evenly by using place value knowledge and the changes in place values. | 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NBT.B.6, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 11 | Divide up to 4-digit dividends by 1-digit divisors: Concrete SWBAT divide 2- 3- and 4-digit dividends by 1 digit divisors using place value blocks and sharing to represent the problem. | | | |
| 12 | Divide up to 3-digit dividends by 1-digit divisors: Pictorial SWBAT divide 2 and 3-digit dividends by 1 digit divisors using pictorial or abstract sharing division by relating the place value blocks to the pictures to the values/words. | | | |
| 13 | Divide up to 4-digit dividends by 1-digit divisors: Pictorial SWBAT divide 2, 3 and 4-digit dividends by 1 digit divisors using pictorial or abstract sharing division by relating the place value blocks to the pictures/values/words. | | | |
| 14 | Divide up to 2-digit dividends by 1-digit divisors: Area Model SWBAT divide 2- digit dividends by 1-digit divisors using the area model for division (as finding side length) by relating it to the area model for multiplication and thinking about missing factors. | | | |
| 15 | Divide up to 4-digit dividends by 1-digit divisors: Area Model SWBAT divide 4- digit dividends by 1-digit divisors using the area model for division (as finding side length) by relating it to the area model for multiplication and thinking about missing factors. | | | |
| 16 | Customary and metric length SWBAT articulate the customary and metric units of length and use benchmarks to describe their relative size and ratio. | 4.MD.A.1 Know relative sizes of measurement units within one system of units, including: ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.MD.A.1, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 17 | Customary and metric capacity SWBAT articulate the customary and metric units of capacity and use benchmarks to describe their relative size and ratio. | | O | |
| 18 | Customary and metric weight/mass SWBAT articulate the customary and metric units of weight/mass and use benchmarks to describe their relative size and ratio. | | O | |

| | | | | |
|----|---|--|---|---|
| 19 | Conversion tables length, weight, capacity SWBAT use ratios and tables to convert between units of length, weight, and capacity, within a given system, to solve conversion problems. SWBAT solve mixed measurement conversion problems by using tables and thinking about the ratios. | | 0 | <ul style="list-style-type: none"> The standard only requires students to convert from a larger to smaller unit of measure. Some items within this lesson require students to convert from a smaller to a larger unit and therefore are beyond the breadth of grade 4. Teachers may opt to remove these items or use them for extension purposes only. |
| 20 | Conversion tables time SWBAT articulate the units of time and use benchmarks to describe their relative size and ratio. SWBAT use ratios and tables to convert between units of time to solve conversion problems. | | 0 | |
| 21 | Unit Assessment | | 0 | |

INTERIM ASSESSMENT TWO (post Unit 4)

Math Practice & Cumulative Review

Practice Workbook C

- 4.NBT.A.4 – Use place value understanding to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers with sums less than or equal to 1,000,000 using the standard algorithm.
- 4.NBT.A.2 – Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit whole numbers based on the meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Practice Workbook D

- 4.NBT.B.5 – Multiply a whole number of up to four digits by a one-digit number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations and explain the calculations by using equations, rectangular arrays, and/or area models.
- 4.NBT.B.6 – Find whole-number quotients and remainders with up to 4-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equation, rectangular arrays, and/or area models.
- 4.MD.A.1 – Know relative sizes of measurement units within one system of units including ft, in; km, m, cm, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurement in a larger unit in terms of a smaller unit. Record measurement equivalents in a conversion two-column table. (Conversions are limited to one-step conversions.)

Friday Cumulative Review

- Unit 4.1
- Unit 4.2
- Unit 4.3
- Unit 4.4
- Unit 4.5

Unit Five: Story Problems 1 ^v

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|--|--|--|--------|----------------------------|
| 1 | Interpret remainders SWBAT interpret remainders of problems with basic division facts by visualizing, representing, labeling all numbers, and using the context of the question. | 4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | 0 | |
| 2 | Interpret remainders: Multi-Digit Dividends SWBAT interpret remainders of problems with multi-digit dividends by visualizing, representing, labeling all numbers, and using the context of the question. | | | |
| 3 | Solve Two-Step Word Problems Using Estimation to Check SWBAT solve 2-step word problems involving all four operations by visualizing, representing, estimating, and using a variety of strategies to calculate. SWBAT estimate solutions to 2-step word problems involving all four operations in order to assess reasonableness. | | | |
| 4 | ENY Place Value, Rounding, Standard Algorithms for Add/Sub – L18 Multi-step word problems, reasonableness SWBAT solve multi-step word problems involving all four operations by visualizing, representing, estimating, and using variety of strategies to calculate. SWBAT estimate solutions to multi-step word problems involving addition and subtraction in order to assess reasonableness by rounding numbers first, then doing quick mental math or calculations. | | | |
| 5 | Solve Multi-Step Word Problems SWBAT solve multi-step problems that use all four operations by visualizing, representing, estimating to check, and using a variety of strategies to calculate. | | | |
| 6 | Unit Assessment | | 0 | |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook D | | | | |
| <ul style="list-style-type: none"> - 4.NBT.B.5 – Multiply a whole number of up to four digits by a one-digit number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations and explain the calculations by using equations, rectangular arrays, and/or area models. - 4.NBT.B.6 – Find whole-number quotients and remainders with up to 4-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equation, rectangular arrays, and/or area models. | | | | |
| Friday Cumulative Review | | | | |
| <ul style="list-style-type: none"> - Unit 5.1 | | | | |

Unit Six: Fractions ^{vi}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|--|
| 1 | Decompose Fractions Using Visuals and Addition SWBAT decompose fractions into unit fractions and other combinations of smaller fractions by using visuals and addition. | 4.NF.B.3.a-b Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. <i>Example: $3/4 = 1/4 + 1/4 + 1/4$.</i> b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NF.B.3b, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 2 | Decompose Fractions Using Visuals, Addition and multiplication SWBAT decompose fractions into unit fractions and other combinations of smaller fractions by using visuals, addition and multiplication. | 4.NF.B.4.a Multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NF.B.4a, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 3 | Equivalent Fractions with Larger Denominators Multiplication SWBAT create equivalent fractions by partitioning fractions into smaller parts using visual models and writing multiplication equations. | 4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NF.A.1, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 4 | Equivalent fractions with the identity property SWBAT use the identify property (with multiplication) to find and identify equivalent fractions. | | | |
| 5 | Equivalent Fractions with Smaller Denominators Visual Models and Division SWBAT find equivalent fractions by grouping unit fraction to create larger fractions and using the identify property (with division). | | | |
| 6 | Equivalent Fractions with Tape Diagrams and Number Lines SWBAT plot and identify equivalent fractions on number lines by partitioning intervals equally into smaller intervals. | | | |
| 7 | Compare Fractions with $1/2$ as a Benchmark and Number Lines SWBAT compare fractions using the $1/2$ benchmark. | 4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NF.A.2, teachers should refer to the Grade 4 Practice |
| 8 | Compare with Identity Property Like Denominators SWABT compare fractions by using the identity and | | | |

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| | changing each of them to equivalent fractions with like denominators. | Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. | | Workbook for additional at-bats. |
| 9 | Compare with Identity Property Like Numerators SWBAT compare fractions by using the identity property and changing each of them to equivalent fractions with like numerators. | | | |
| 10 | Add and Subtract Fractions with Like Denominators SWABT add and subtract fractions with like denominators. | 4.NF.B.3.a Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$ a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. <i>Example: $3/4 = 1/4 + 1/4 + 1/4$.</i> | O | |
| 11 | Multiply Fractions and Whole Numbers SWBAT multiply fractions and whole numbers. | 4.NF.B.4.b Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NF.B.4.b, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 12 | Converting Mixed Numbers and Fractions Greater than One SWBAT understand the meaning of fractions greater than one and mixed numbers and convert between them. | 4.NF.B.3.c Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. | | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NF.B.3.c, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 13 | Add Mixed Numbers Concrete and Pictorial SWBAT add mixed numbers using fraction tiles and pictures. | | O | |
| 14 | Add Mixed Numbers Abstract SWBAT add mixed numbers using abstract strategies. | | | |
| 15 | Subtract Mixed Numbers Concrete and Pictorial SWBAT subtract mixed numbers from mixed numbers using fraction tiles and pictures. | | | |
| 16 | Subtract Mixed Numbers Pictorial and Abstract SWABT subtract mixed numbers using abstract strategies. | | | |
| 17 | Create and Interpret Line Plots SWBAT to create and interpret line plots. | 4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i> | O | |

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|----|--|--|---|--|
| 18 | <p>Interpret and Solve Word Problems Based on Line Plots SWBAT solve word problems with fractions based on interpreting line plots. SWBAT interpret line plots in order to solve word problems that involve adding and subtracting fractions and mixed numbers, comparing fractions, and multiplying fractions and whole numbers.</p> | <p>4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p>4.NF.B.4.b-c Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = (\frac{n \times a}{b})$.)</i></p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p> <p>4.NF.B.3.d Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.</p> <p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NF.B.4.c and 4.NF.B.3.d, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 19 | <p>Unit Assessment</p> | | O | <ul style="list-style-type: none"> Problem 2 on the Unit 6 Assessment asks students to reason about a fraction with a denominator of 17, which is beyond what is called for in the 4th grade standards. Teachers can choose to have students skip this item, revise the item to have a denominator of 2, 3, 4, 5, 6, 8, 10, 12 or 100, or use it for enrichment purposes only. |

Math Practice & Cumulative Review**Practice Workbook D**

- 4.MD.A.3 – Apply the area and perimeter formula for rectangles in real-world and mathematical problems.

Practice Workbook E

- 4.NF.A.1 – Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
- 4.NF.A.2 – Compare two fractions with different numerators and different denominators, e.g. by creating common denominators or numerators or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g. by using a visual fraction model. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
- 4.NF.B.3b – Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition in an equation. Justify decompositions, e.g. by using a visual fraction model. Examples $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$, $\frac{3}{8} = \frac{2}{8} + \frac{1}{8}$ (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
- 4.NF.B.3c – Add and subtract mixed numbers with like denominators, e.g. by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction.

Friday Cumulative Review:

- Unit 6.1
- Unit 6.2
- Unit 6.3
- Unit 6.4
- Unit 6.5

Unit Seven: Decimals ^{vii}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|---|--|--------|---|
| 1 | Represent Tenths as Fractions Visuals Words and Decimals SWBAT understand the meaning of decimals to the tenths place by showing them as fractions, visual models and in word form. | 4.NF.C.6* Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram</i> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NF.C.6, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 2 | Represent Hundredths Fractions Visuals Words and Decimals SWBAT understand the meaning of decimals in the hundredths place by showing them as fractions, visual models, and in word form. | | | |
| 3 | Model Equivalencies of Tenths & Hundredths SWBAT identify equivalent values of tenths and hundredths written as decimals using place value understanding, visual models and equivalent fractions. | 4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.</i> 4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram</i> | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NF.C.5, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 4 | Write Fractions & Decimals in Word & Expanded Form SWBAT write decimals in word form and expanded form. | 4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram</i> | O | |
| 5 | Compare Decimals Visual Models SWBAT compare decimals by showing them on number lines and with visual models. | 4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.NF.C.7, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 6 | Compare and order decimals SWBAT compare decimals by comparing digits in corresponding place values. | | | |
| 7 | Add Tenths & Hundredths using Fractional Models SWBAT add fractions with denominators of 10 and 100 and express the sum as a fraction or decimal. | 4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.</i> | O | |
| 8 | Solve Word Problems With Decimals SWBAT apply skills of adding tenths and hundredths to complex word problems. | | | |
| 9 | Unit Assessment | | O | |

Math Practice & Cumulative Review**Practice Workbook E**

- 4.NF.B.4a – Understand a fraction a/b as a multiple of $1/b$.
- 4.NF.B.4b – Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.

Friday Cumulative Review:

- Unit 7.1
- Unit 7.2

Unit Eight: Story Problems 2^{viii}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|---|--|---|--------|--|
| 1 | Add & Subtract Metric Conversions-Length, Mass, Capacity SWBAT add and subtract mixed metric units of length, mass, and capacity by using conversion ratios and a variety of strategies including counting on and the standard algorithm. | 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. | O | |
| 2 | Conversions and Problem-Solving with Customary Measurement SWBAT add and subtract mixed customary units of length, weight, and capacity by using conversion ratios and a variety of strategies including counting on and the standard algorithm. | | | |
| 3 | Multi-Step Word Problems All 4 Operations Metric & Customary Units SWBAT solve multi-step word problems with all four operations using mixed metric and customary units by visualizing, representing, and choosing from a variety of strategies to solve. | | | |
| 4 | Decimal place value with money SWBAT express money amounts as decimals (as fractions of dollars). | | | |
| 5 | Determine change by counting up SWBAT solve word problems involving adding money amounts and determining change. | | | |
| 6 | Determine unknown time (start, elapsed, or end) – TWO DAYS SWBAT determine start times, end times or elapsed time when two of these three are given. | | | |
| 7 | Multi-step Measurement Word Problems Fractions of Units – TWO DAYS SWBAT represent and solve multi-step word problems with fractions and decimals amounts of units, all four operations, and metric and customary units of length, capacity and weight/mass, and money and time. | | | |
| 8 | Unit Assessment | | O | <ul style="list-style-type: none"> Problem 5 requires students to calculate with decimals, which is beyond 4th grade standard requirements. Teachers may choose to have students skip this item or use it for enrichment purposes. |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook F | | | | |
| <ul style="list-style-type: none"> 4.NF.C.5 – Express a fraction with a denominator 10 as an equivalent fraction with a denominator 100 and use this technique to add two fractions with respective denominators 10 and 100. 4.NF.C.6 – Use decimal notation for fractions with denominators 10 or 100. | | | | |
| Friday Cumulative Review: | | | | |
| <ul style="list-style-type: none"> Unit 8.1 Unit 8.2 | | | | |

Unit Nine: Geometry ^{ix}

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|---|--|--|--------|--|
| 1 | Identify and draw points, lines, line segments, and rays SWBAT identify and draw lines and points using points to name them. | 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.G.A.1, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 2 | Identify and draw parallel and perpendicular lines SWBAT identify, name and draw parallel and perpendicular lines. | | | |
| 3 | Identify and draw right, acute, and obtuse angles SWBAT identify and sketch right, obtuse and acute angle by determining if they look greater than, equal to, or smaller than a square corner. | | | |
| 4 | Classify triangles SWBAT classify triangles as right, acute, or obtuse and equilateral, isosceles or scalene based on their side lengths and angle types. | 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. | O | |
| 5 | Classify and draw quadrilaterals SWBAT classify quadrilaterals as trapezoids, parallelograms, rhombuses, rectangles, and/or squares based on their angles and sides. SWBAT draw specific types of quadrilaterals with given attributes. | | | |
| 6 | Identify and Draw Lines of symmetry SWBAT identify and draw all lines of symmetry on two-dimensional figures. | 4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.G.A.3, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 7 | Unit Assessment | | O | |
| Math Practice & Cumulative Review | | | | |
| Practice Workbook F | | | | |
| - 4.NF.C.7 – Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions e.g. by using a visual model. | | | | |
| Practice Workbook G | | | | |
| - 4.G.A.1 – Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. | | | | |
| Friday Cumulative Review: | | | | |
| - Unit 9.1 | | | | |
| - Unit 9.2 | | | | |

Unit Ten: Angle Measurement ^x

| Lesson Number and Daily Aim | | Standard(s) in Lesson | Action | Notes/Rationale for Action |
|-----------------------------|--|---|--------|---|
| 1 | Find Angle Measures as Quarter Turns and Rotations in a Circle SWBAT identify reflex angles and determine angle measurements by determining their fraction of a full circle, 360 degrees. SWBAT identify the measurement of rotations as multiples of 90 degree turns. | 4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. | O | |
| 2 | Find Angle Measure with Fractions of a Circle SWBAT identify a degree as $\frac{1}{360}$ of a circle and identify other angle measurements as fractions of a circle/360 degrees. SWBAT identify reflex angles and determine angle measurements by determining their fraction of a full circle, 360 degrees. | | | |
| 3 | Find Angle Measure Using Pattern Blocks SWBAT determine angle measurements using angles of shapes that combine to form benchmark angles. | | | |
| 4 | Use a protractor to measure angles SWBAT measure angles using protractors. | 4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.MD.C.6, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 5 | Use a protractor to draw angles SWBAT draw angles with given measurements using protractors. | | | |
| 6 | Find Angle Measure with Additive Property Complementary and Supplementary Angles SWBAT find angle measurements using the additive property of angles with right and straight angles. | 4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. | O | <ul style="list-style-type: none"> In order to ensure students get sufficient practice to move towards mastery of 4.MD.C.7, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. |
| 7 | Find Angle Measure with Additive Property Full Circle Angles SWBAT find angle measurements using the additive property of angles and benchmark angles up to 360 degrees. | | | |
| 8 | Unit Assessment | | O | |

MOCK ASSESSMENT (post new content)
optional INTERIM ASSESSMENT 4 (end of year)

Math Practice & Cumulative Review**Practice Workbook H**

- 4.MD.C.6 – Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- 4.MD.C.7 – Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measure of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Friday Cumulative Review:







- Unit 10.1
- Unit 10.2

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Math Grades 5-8 Scope & Sequence Overview

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | | | | | | |
|-----------|---------|---|---|---|---|--|--|---|---|---|---|---------------------------------|---|------------------|--------------------------------------|---|------------------|-----------------|--|---|------------------|-----------------|--|------------------|---|--|------------------------|---|------------------------|------------------------|---|------------------|--|------------------------------------|--|-----------------|--|------------------|---------------------------|---|-----------------------|---------------------------|--|------|---------------------------|-----------------------|------|--|-----------------------|--|
| G5 | culture | Unit 1 Place Value Understanding 10 lessons NBT | | Unit 2 Fraction Primer 5 lessons NF | | Unit 3 Whole # Multiplication 10 lessons OA & NBT | | | Unit 4 Whole # Divisions 8 lessons NBT & MD | | Unit 5 Measurement Conversions 5 lessons MD | | Fall Intercession Fall Break | | Unit 6 Volume 10 lessons MD | | | Winter Break | | Unit 7 Add/Sub Fractions & Decimals 15 lessons NF | | | Unit 8 Multiply/Divide Fractions 19 lessons NF | | Unit 9 Division Fract & Dec 12 lessons NF | | Spring Intercession | | Unit 9 cont'd | | Spring Break | | Unit 10 2D Geometry 9 lessons G | | Unit 11 Coordinate Plane 7 lessons G & OA | | Crescendo SBAC Prep | | SBAC | | Prepare for 6th grade | | | | | | | | | |
| G6 | culture | Unit 1 Whole # & Decimal Operations 16 lessons NS | | | | | Unit 2 Fraction Division 11 lessons NS | | | Unit 3 Understand Rational # 13 lessons NS | | | Unit 4 Understanding Ratios 11 lessons RP | | Fall Intercession Fall Break | | Unit 4 cont'd | | Unit 5 Apply Ratios & Rates 11 lessons RP | | | Winter Break | | Unit 5 cont'd | | Unit 6 Algebraic Expressions 14 lessons EE | | Unit 7 Equations & Inequalities 14 lessons EE (1 wk off for Science Camp) | | | Unit 8 Area 11 lessons G | | Spring Intercession | | Unit 8 cont'd | | Unit 9 Volume Surface Area 8 lessons G | | Spring Break | | Unit 9 cont'd | | Unit 10 Represent & Analyze Data 15 lessons SP | | Crescendo SBAC Prep | | SBAC | | Prepare for 7th grade | |
| G7 | culture | Unit 1 Add/Sub Rational # 12 lessons NS | | Unit 2 Multi/Div Rational # 13 lessons NS | | | Unit 3 Expressions Rational # Operations 6 lessons EE | | Unit 4 Equations/Inequalities & Circles 21 lessons EE & G | | | Fall Intercession Fall Break | | Unit 4 cont'd | | Unit 5 Proportional Relationships 14 lessons RP | | | Winter Break | | Unit 5 cont'd | | Unit 6 Percents 17 lessons RP & EE | | | Unit 7 Probability 15 lessons SP | | | Spring Intercession | | Unit 8 Statistics 9 lessons SP | | Spring Break | | Unit 9 Area, Surface Area, & Volume 11 lessons G | | Unit 10 Constructing with angles 9 lessons G | | Crescendo SBAC Prep | | SBAC | | Prepare for 8th grade | | | | | | | |
| G8 | culture | Unit 1 Rigid Transformations & Congruence 15 lessons G | | Unit 2 Angle Relationships 10 lessons G & EE | | | Unit 3 Dilations & Similarity 8 lessons G | | Unit 4 Understanding Functions 15 lessons F | | | Fall Intercession Fall Break | | Unit 4 cont'd | | Unit 5 Linear Equations 17 lessons EE | | | Winter Break | | Unit 5 cont'd | | Unit 6 Bivariate Data 8 lessons SP | | Unit 7 Systems of Equations 15 lessons EE | | | Unit 8 Exponents & Scientific Notation 14 lessons EE | | Spring Intercession | | Unit 8 cont'd | | Unit 9 Volume 7 lessons G | | Spring Break | | Unit 9 cont'd | | Unit 10 Irrational # & Pythagorean Theorem 14 lessons NS & EE & G | | Crescendo SBAC Prep | | SBAC | | Prepare for 9th grade | | | | |

LEGEND

-  Operations & Algebraic Thinking
-  Measurement & Data
-  The Number System
-  Functions
-  Numbers & Operations in Base Ten
-  Geometry
-  Expressions & Equations
-  Statistics & Probability
-  Numbers & Operations - Fractions
-  Ratios & Proportional Relationships
-  Statistics & Probability

AF Grade 5 Mathematics Scope and Sequence



Interim Assessment One

(10 Days) Unit One: Number & Operations in Base Ten Place Value

Critical Area(s): Integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|---|
| Major: Understand the place value system. | 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10 5.NBT.3 Read, write, and compare decimals to thousandths. <ul style="list-style-type: none"> a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ b) Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. |
| Review/Embedded Standards | 5.NBT.4 Use place value understanding to round decimals to any place. 4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols, $>$, $=$, or $<$, and justify the conclusions, e.g. by using a visual model. |
| Focal SMP | SMP3: Construct viable arguments and critique reasoning of others SMP5: Use appropriate tools strategically SMP6: Attend to precision |

(5 Days, Mini-Unit) Unit Two: Understanding Fractions

Critical Area(s): Developing fluency with and understanding of the addition and subtraction of fractions

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|---|
| Major: Use equivalent fractions as a strategy to add and subtract fractions | 4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. <ul style="list-style-type: none"> a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a |

AF Grade 5 Mathematics Scope and Sequence



| Interim Assessment One | |
|---------------------------|---|
| | <p>visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p> <p>c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> |
| | 4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$. |
| | 4.NF.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. |
| Review/Embedded Standards | <p>3.NF.A¹ Develop understanding of fractions as numbers</p> <p>4.NF.A Extend Understanding of fraction equivalence and ordering</p> |
| Focal SMP | <p>SMP3: Construct viable arguments and critique reasoning of others</p> <p>SMP5: Use appropriate tools strategically</p> <p>SMP6: Attend to precision</p> |

(10 Days) Unit Three: Number & Operations in Base Ten

¹ Note to be applied throughout: The letter following the domain indicates the cluster level of the standard. An ‘A’ is the first cluster level, while a B and C are second and third cluster levels respectively.

AF Grade 5 Mathematics Scope and Sequence



| Interim Assessment One | |
|---|---|
| Whole Number Multiplication | |
| Critical Area(s): Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| Additional: Write and interpret numerical expressions. | 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. |
| | 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.</i> |
| Major: Understand the place value system. Major: Perform operations with multi-digit whole numbers and with decimals to hundredths. | 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left. |
| | 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10. Use whole number exponents to denote powers of 10. |
| | 5.NBT.5 Fluently ² multiply multi-digit whole numbers using the standard algorithm. |
| Review/Embedded Standards | 4.OA.A Use the four operations with whole numbers to solve problems 4.NBT.A Generalize place value understanding for multi-digit whole numbers 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic |
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precision SMP7: Look for and make use of structure |

START TEACHING UNIT 4 IN IA1 CYCLE – COMPLETE FIRST 5 LESSONS
Unit 4 content will be assessed on IA2

² From Progression – NBT: At Grade 5, students fluently compute products of whole numbers using the standard algorithm. Underlying this algorithm are the properties of operations and the base-ten system. See footnote 1 – minor variations in methods of recording standard algorithms are acceptable.

AF Grade 5 Mathematics Scope and Sequence



Interim Assessment Two

(8 Days) Unit Four: Number & Operations in Base Ten Whole Number Division

Critical Area(s): Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|---|
| Major: Perform operations with multi-digit whole numbers and with decimals to hundredths. | 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. |
| Review/Embedded Standards | 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10 5.MD.C Understand concepts of volume and relate volume to multiplication and to addition 5.OA.A Write and interpret numerical expressions 4.OA.A Use the four operations with whole numbers to solve problems 4.NBT.A Generalize place value understanding for multi-digit whole numbers 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic |
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precision |

(5 Days – Mini-Unit) Unit Five: Measurement and Data Converting Between Units of Measure

AF Grade 5 Mathematics Scope and Sequence



| Interim Assessment Two | |
|---|---|
| Critical Area(s): N/A | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| Supporting: Convert like measurement units within a given measurement system. | 5.MD.1 ³ Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |
| Review/Embedded Standards | 4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 5.NBT.5 Fluently ⁴ multiply multi-digit whole numbers using the standard algorithm. 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10 5.OA.A Write and interpret numerical expressions |
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precision |

| (10 Days) Unit Six Measurement & Data Volume | |
|--|----------------------------|
| Critical Area(s): Developing understanding of volume | |
| Major, Supporting, | Common Core State Standard |

³ Limited to whole number calculations

⁴ From Progression – NBT: At Grade 5, students fluently compute products of whole numbers using the standard algorithm. Underlying this algorithm are the properties of operations and the base-ten system. See footnote 1 – minor variations in methods of recording standard algorithms are acceptable.

AF Grade 5 Mathematics Scope and Sequence



| Interim Assessment Two | |
|---|--|
| Additional Clusters | |
| Major: Geometric Measurement: understand concepts of volume and relate volume to multiplication and addition. | 5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. <ul style="list-style-type: none"> a) A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b) A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. |
| | 5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. |
| | 5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. <ul style="list-style-type: none"> a) Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the associative property of multiplication. b) Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c) Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. |
| Review/Embedded Standards | <p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm</p> <p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two digit whole numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>4.NBT.6 Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.</p> <p>3.MD.C Understand concepts of area and relate area to multiplication and addition</p> <p>4.MD.3 Apply the <u>area</u> and perimeter formulas for rectangles in real world and mathematical problems.</p> |
| Focal SMP | <p>SMP1: Make sense of problems and persevere in solving them</p> <p>SMP4: Model with mathematics</p> <p>SMP5: Use appropriate tools strategically</p> <p>SMP6: Attend to precision</p> |

START TEACHING UNIT 7 IN IA2 CYCLE – COMPLETE FIRST 3 LESSONS
Unit 7 content will be assessed on Mock 1

AF Grade 5 Mathematics Scope and Sequence



MOCK 1

(15 Days) Unit Seven: Number & Operations Addition and Subtraction with Fractions and Decimals

Critical Area(s): Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|--|
| Major: Use equivalent fractions as a strategy to add and subtract fractions. | 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i> |
| Supporting: Represent and interpret data. | 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</i> |
| Major: Perform operations with multi-digit whole numbers and with decimals to hundredths. | 5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i> |
| Review/Embedded Standards | 5.NBT.7 Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |
| Focal SMP | 5.NBT.3 Read, write, and compare decimals to thousandths. 5.NBT.4 Use place value understanding to round decimals to any place 5.OA.A Write and interpret numerical expressions 4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{nx}{nx}$ by using visual fraction models, with attention to how the number and the size of the parts differ even though the two fractions themselves are the same size. Use the principal to recognize and generate equivalent fractions. 4.NF.B.3 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers; Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$ 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. |
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP3: Construct viable arguments and critique the reasoning of others SMP4: Model with mathematics SMP6: Attend to precision |

(13 Days) Unit Eight, Part 1: Number & Operations

AF Grade 5 Mathematics Scope and Sequence



| MOCK 1 | |
|--|--|
| Multiplication of Fractions and Decimals | |
| Critical Area(s): Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| Major: Apply previous understandings of multiplication and division to multiply and divide fractions. | 5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i> |
| | 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. <ul style="list-style-type: none"> a) Interpret the product $(a/b) \times q$ as parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i> b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. |
| | 5.NF.5 Interpret multiplication as scaling (resizing), by: <ul style="list-style-type: none"> a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. |
| | 5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |
| Major: Understand the place value system. | 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. |
| | 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10. Use whole number exponents to denote powers of 10.* |
| Major: Perform operations with multi-digit whole numbers and with decimals to hundredths. | 5.NBT.7 Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |
| Supporting: Convert like measurement units within a given measurement system | 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. – *Only include conversions or measurements from a larger unit to a smaller unit |
| Review/Embedded Standards | 5.NBT.3 Read, write and compare decimals to the thousandths 5.NBT.4 Use place value understanding to round decimals to any place 5.OA.A Write and interpret numerical expressions 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number 4.NF.6 Use decimal notation for fractions with denominators 10 or 100 |

⁵ In this unit, students will apply their understanding of this standard to decimals.

AF Grade 5 Mathematics Scope and Sequence



MOCK 1

| | |
|-----------|---|
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precision |
|-----------|---|

**START TEACHING UNIT 8 IN MOCK 1 CYCLE – COMPLETE FIRST 15 LESSONS
ONLY LESSONS 1-13 WILL BE ASSESSED on MOCK 1. LESSONS 14-21 WILL BE ASSESSED ON
MOCK 2**

AF Grade 5 Mathematics Scope and Sequence



MOCK 2

(5-6 Days) Unit Eight, Part 2: Number & Operations Multiplication of Fractions and Decimals

Critical Area(s): Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);
Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|---|
| Major: Apply previous understandings of multiplication and division to multiply and divide fractions. | 5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? |
| | 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.— c) Interpret the product $(a/b) \times q$ as parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.) d) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.— |
| | 5.NF.5 Interpret multiplication as scaling (resizing), by: c) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. d) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.— |
| | 5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.— |
| Major: Understand the place value system. | 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left. |
| | 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10. Use whole number exponents to denote powers of 10. ⁶ |
| Major: Perform operations with multi-digit whole numbers and with decimals to hundredths. Supporting: Convert like measurement units within a given measurement system | 5.NBT.7 Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |
| | Review/Embedded Standards |

⁶ In this unit, students will apply their understanding of this standard to decimals.

AF Grade 5 Mathematics Scope and Sequence



| MOCK 2 | |
|-----------|---|
| | <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. <i>*Only include conversions or measurements from a larger unit to a smaller unit</i></p> <p>5.NBT.3 Read, write and compare decimals to the thousandths 5.NBT.4 Use place value understanding to round decimals to any place</p> <p>5.OA.A Write and interpret numerical expressions 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number 4.NF.6 Use decimal notation for fractions with denominators 10 or 100</p> |
| Focal SMP | <p>SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precision</p> |

AF Grade 5 Mathematics Scope and Sequence



| MOCK 2 | |
|---|--|
| Division of Fractions and Decimals | |
| Critical Area(s): Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| <p>Major: Apply previous understandings of multiplication and division to multiply and divide fractions</p> <p>Major: Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Supporting: Convert like measurement units within a given measurement system</p> | <p>5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.⁷</p> <p style="margin-left: 20px;">a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i></p> <p style="margin-left: 20px;">b) Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p> <p style="margin-left: 20px;">c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i></p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> |
| Review/Embedded Standards | <p>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.</p> <p>5.NBT.3 Read, write and compare decimals to the thousandths</p> <p>5.NBT.4 Use place value understanding to round decimals to any place</p> <p>5.OA.A Write and interpret numerical expressions</p> <p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100</p> |
| Focal SMP | <p>SMP1: Make sense of problems and persevere in solving them</p> <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP4: Model with mathematics</p> <p>SMP6: Attend to precision</p> |

⁷From CCSS - Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

⁸ Note: This Unit is pre-State test content for CT and might be pre-State test for NY. We will update when we know more details.

AF Grade 5 Mathematics Scope and Sequence



Mock 2 / Pre-State Test Content

(9 Days) Unit Ten: Geometry

2D Geometry

Critical Area(s):

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|--|
| Additional: Classify two-dimensional figures into categories based on their properties. | 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. |
| | 5.G.4 Classify two-dimensional figures in a hierarchy based on properties. |
| Review/Embedded Standards | <p>4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>3.G.1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these categories.</p> <p>4.G.2 Classify two-dimensional figures based on presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> |
| Focal SMP | <p>SMP1: Make sense of problems and persevere in solving them</p> <p>SMP3: Construct viable arguments and critique the reasoning of others</p> <p>SMP4: Model with mathematics</p> <p>SMP6: Attend to precision</p> <p>SMP7: Look for and make use of structure</p> |

MOCK 2 WILL ASSESS UNIT 10 IN CT ONLY. UNIT 10 WILL BE TAUGHT PRE-STATE TEST IN NY (Not assessed on Mock 2).

AF Grade 5 Mathematics Scope and Sequence



Pre/Post-State Test Content

**(7 Days) Unit Eleven: Geometry⁸
Understanding the Coordinate Plane and Patterns**

Critical Area(s):

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|--|
| Additional: Graph points on the coordinate plane to solve real-world and mathematical problems. | <p>5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and given a point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <i>x</i>-axis and <i>x</i>-coordinate, <i>y</i>-axis and <i>y</i>-coordinate).</p> |
| Additional: Analyze patterns and relationships. | <p>5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.</p> <p>5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and the rule “Add 6” and the starting number 0, generate terms in resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> |
| Review/Embedded Standards | <p>5.OA.A Write and interpret numerical expressions</p> <p>5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>4.OA.C Generate and analyze patterns</p> <p>4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems</p> |
| Focal SMP | <p>SMP1: Make sense of problems and persevere in solving them</p> <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP4: Model with mathematics</p> <p>SMP6: Attend to precision</p> <p>SMP7: Look for and make use of structure</p> |

UNIT 11 WILL BE TAUGHT PRE-TEST IN CT ONLY. UNIT 11 IS POST-TEST IN NY.

AF Grade 6 Mathematics Scope and Sequence



Interim Assessment One

(16 Days) Unit One: The Number System Whole Number and Decimal Operations

Critical Area(s): N/A

| Major, Supporting, Additional Clusters | Common Core State Standard |
|--|--|
| Additional: Compute fluently with multi-digit numbers and find common factors and multiples. | 6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i> |
| | 6.NS.3 Fluently ¹ add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. |
| | 6.NS.2 Fluently ² divide multi-digit numbers using the standard algorithm. |
| Review/Embedded Standards | 5.OA.A ³ Write and interpret numerical expressions 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to the hundredths 4.OA.B Gain familiarity with factors and multiples |
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions SMP7: Look for and make use of structure SMP8: Look for and express regularity in repeated reasoning |

(11 Days) Unit Two: The Number System

¹ See footnote 2.

² From Progression – NBT: At Grade 6, students extend their fluency with the standard algorithms, using all four operations with decimals and to compute quotients of multi-digit numbers. Note: In mathematics, an algorithm is defined by its steps and not by the way those steps are recorded in writing. With this in mind, minor variations in methods of recording standard algorithms are acceptable.

³ Note to be applied throughout: The letter following the domain indicates the cluster level of the standard. An ‘A’ is the first cluster level, while a B and C are second and third cluster levels respectively.

AF Grade 6 Mathematics Scope and Sequence



| Interim Assessment One | |
|---|--|
| Divide Fractions | |
| Critical Area(s): Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers | |
| enVision Topic 9 – Dividing Fractions and Mixed Numbers Carnegie Learning Math Series Course 1, Lessons: 3.9-3.10 | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| Major: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. | 6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i> |
| Review/Embedded Standards | 5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 4.MD.3 Apply the <u>area</u> and perimeter formulas for rectangles in real world and mathematical problems. |
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions SMP7: Look for and make use of structure SMP8: Look for and express regularity in repeated reasoning |

***START TEACHING UNIT 3 IN IA1 CYCLE – COMPLETE FIRST 3 LESSONS
U3 content will be assessed on IA2***

AF Grade 6 Mathematics Scope and Sequence



IA2

(13 Days) Unit Three: The Number System Understanding and Representing Rational Numbers + Coordinate Geometry

Critical Area(s): Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers

| Major, Supporting, Additional Clusters | Common Core State Standard |
|--|--|
| Major: Apply and extend previous understandings of numbers to the system of rational numbers. | 6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. |
| Supporting: Solve real-world and mathematical problems involving area, surface area, and volume. | 6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a.) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b.) Understand signs of rational numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c.) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. |
| Review/Embedded Standards | 6.NS.7 Understand ordering and absolute value of rational numbers. a) Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> b) Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i> c) Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i> d) Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i> |
| Focal SMP | 6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. 6.G.3 Draw polygons in the coordinate plane given coordinates of the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. |
| Review/Embedded Standards | 3.NF.A .2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. 4.MD.3 Apply the <u>area</u> and perimeter formulas for rectangles in real world and mathematical problems. 5.G.A Graph points on the coordinate plane to solve real-world and mathematical problems. 5.NBT.A.3 Read, write and compare decimals to the thousandths |
| Focal SMP | SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions SMP7: Look for and make use of structure |

AF Grade 6 Mathematics Scope and Sequence



| IA2 | |
|--|---|
| (11 Days) Unit Four: Ratios & Proportional Relationships Understanding Ratios and Rates | |
| Critical Area(s): Connecting ratio and rate to whole number multiplication and division and using the concepts of ratio and rate to solve problems | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| Major: Understand ratio concepts and use ratio reasoning to solve problems. | 6.RP.1 Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i> |
| | 6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is a $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."⁴</i> |
| | 6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. <ul style="list-style-type: none"> a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b) Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and a percent. d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. |
| Review/Embedded Standards | 4.OA.A Use the four operations with whole numbers to solve problems. 5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5.MD.1 Convert like measurement units within a given measurement system. 6.NS.B Compute fluently with multi-digit numbers and find common multiples and factors. |
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP5: Use appropriate tools strategically SMP6: Attend to precisions SMP7: Look for and make use of structure |

START TEACHING UNIT 5 IN IA2 CYCLE – COMPLETE FIRST 2 LESSONS
U5 content will be assessed on Mock 1

⁴ Expectations for unit rates in this grade are limited to non-complex fractions.

AF Grade 6 Mathematics Scope and Sequence



IA2

**(12 Days) Unit Five: Ratios & Proportional Relationships
Applications of Ratios and Rates**

Critical Area(s): Connecting ratio and rate to whole number multiplication and division and using the concepts of ratio and rate to solve problems

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|---|
| Major: Understand ratio concepts and use ratio reasoning to solve problems. | 6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. <ul style="list-style-type: none"> a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b) Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and a percent. d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. |
| Review/Embedded Standards | 4.OA.A Use the four operations with whole numbers to solve problems. 5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5.MD.1 Convert like measurement units within a given measurement system. 6.NS.B Compute fluently with multi-digit numbers and find common multiples and factors 6.RP.A Understand ratio concepts and use ratio reasoning to solve problems. |
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP5: Use appropriate tools strategically SMP6: Attend to precisions SMP7: Look for and make use of structure |

AF Grade 6 Mathematics Scope and Sequence



| IA2 | |
|---|--|
| (14 Days) Unit Six: Expressions & Equations Algebraic Expressions | |
| Critical Area(s): Writing, interpreting, and using expressions and equations | |
| Clusters | Common Core State Standard |
| Major: Apply and extend previous understandings of arithmetic to algebraic expressions. | 6.EE.1 Write and evaluate numerical expressions involving whole-number exponents. |
| | 6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers. <ul style="list-style-type: none"> a) Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i> b) Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and the sum of two terms.</i> c) Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of lengths $s = 1/2$.</i> |
| | 6.EE.3 Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expressions $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i> |
| | 6.EE.4 Identify when two expressions are equivalent (i.e., when two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i> |
| Major: Reason about and solve one-variable equations and inequalities. | 6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specific set. |
| | Review/Embedded Standards |
| Review/Embedded Standards | 3.OA.B.5 Apply properties of operations as strategies to multiply and divide (commutative, associative and distributive). |
| | 4.OA.B Gain familiarity with factors and multiples. 5.OA.A Write and interpret numerical expressions. 5.NF Number and Operations – Fractions 6.NS.A Apply and extend previous understanding of multiplication and division to divide fractions by fractions. 6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples. |
| Focal SMP | SMP2: Reason abstractly and quantitatively SMP4: Model with Mathematics SMP6: Attend to precision SMP7: Look for and make use of structure SMP8: Look for and express regularity in repeated reasoning |

START TEACHING UNIT 7 IN Mock 1 CYCLE – COMPLETE FIRST 7 LESSONS
U7 content will be assessed on Mock 2

AF Grade 6 Mathematics Scope and Sequence



Post-State Test

(14 Days) Unit Seven: Expressions & Equations

Understanding, Writing, and Solving Equations and Inequalities

Critical Area(s): Writing, interpreting, and using expressions and equations

| Clusters | Common Core State Standard |
|---|--|
| <p>Major: Reason about and solve one-variable equations and inequalities.</p> <p>Major: Represent and analyze quantitative relationships between dependent and independent variables.</p> | 6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes the equation or inequality true. |
| | 6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specific set. |
| | 6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q , and x are all nonnegative rational numbers. |
| | 6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. |
| | 6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. |
| Review/Embedded Standards | <p>3.OA.B.5 Apply properties of operations as strategies to multiply and divide (commutative, associative and distributive).</p> <p>4.OA.B Gain familiarity with factors and multiples.</p> <p>5.OA.A Write and interpret numerical expressions.</p> <p>5.OA.B Analyze patterns and relationships.</p> <p>5.NF Number and Operations – Fractions.</p> <p>6.NS.A Apply and extend previous understanding of multiplication and division to divide fractions by fractions.</p> <p>6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>6.RP.A Understand ratio concepts and use ratio reasoning to solve problems.</p> |
| Focal SMP | <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP4: Model with Mathematics</p> <p>SMP6: Attend to precision</p> <p>SMP7: Look for and make use of structure</p> <p>SMP8: Look for and express regularity in repeated reasoning</p> |

NY: Units 7-9 are pre-state test; Unit 10 is post-state test
CT: All units are pre-state test

AF Grade 6 Mathematics Scope and Sequence



| Post-State Test | |
|--|---|
| (11 Days) Unit Eight: Geometry Area | |
| Critical Area(s): | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| Supporting: Solve real-world and mathematical problems involving area, surface area, and volume. | 6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. |
| | 6.G.3 Draw polygons in the coordinate plane given coordinates of the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. |
| Review/Embedded Standards | <p>4.MD.3 Apply the <u>area</u> and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>5.G.B Classify two-dimensions figures into categories based on their properties.</p> <p>5.NF Number and Operations – Fractions.</p> <p>6.NS.A Apply and extend previous understanding of multiplication and division to divide fractions by fractions.</p> <p>6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>6.EE.B Reason about and solve one variable equations and inequalities.</p> <p>6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represents point on the line and in the plane with negative number coordinates.</p> <p>6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> |
| Focal SMP | <p>SMP1: Make sense of problems and persevere in solving them</p> <p>SMP3: Construct viable arguments and critique the reasoning of others</p> <p>SMP4: Model with Mathematics</p> <p>SMP6: Attend to precision</p> |

NY: Mock 2 will test Unit 8, Lessons 1-10
NY: Units 7-9 are pre-state test; Unit 10 is post-state test
CT: All units are pre-state test

AF Grade 6 Mathematics Scope and Sequence



| Post-State Test | |
|--|--|
| (8 Days) Unit Nine: Geometry Volume and Surface Area | |
| Critical Area(s): | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| Supporting: Solve real-world and mathematical problems involving area, surface area, and volume. | 6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. |
| | 6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. |
| Review/Embedded Standards | 5.MD.C Understand conceptual concepts of volume and relate value to multiplication and addition. 5.NF Number and Operations – Fractions. 6.NS.A Apply and extend previous understanding of multiplication and division to divide fractions by fractions. 6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples. 6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. |
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP3: Construct viable arguments and critique the reasoning of others SMP4: Model with Mathematics SMP6: Attend to precision |

NY: Units 7-9 are pre-state test; Unit 10 is post-state test
CT: All units are pre-state test

**(15 Days) Unit Ten: Statistics & Probability⁵
Representing and Analyzing Data**

⁵ Note: This Unit is pre-State test content for CT and post-State test for NY.

AF Grade 6 Mathematics Scope and Sequence



| Post-State Test | |
|---|---|
| Critical Area(s): Developing understanding of statistical thinking | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| <p>Additional: Develop understanding of statistical variability.</p> <p>Additional: Summarize and describe distributions.</p> | 6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i> |
| | 6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. |
| | 6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while measure of variation describes how its values vary with a single number. |
| | 6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. |
| | 6.SP.5 Summarize numerical data sets in relation to their context, such as by: <ul style="list-style-type: none"> a) Reporting the number of observations. b) Describing the nature of the attribute under investigation, including how it was measured and its unit of measurement. c) Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d) Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. |
| Review/Embedded Standards | <p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p> <p>5.NF Number and Operations – Fractions.</p> <p>6.NS.A Apply and extend previous understanding of multiplication and division to divide fractions by fractions.</p> <p>6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples.</p> |
| Focal SMP | <p>SMP1: Make sense of problems and persevere in solving them</p> <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP3: Construct viable arguments and critique the reasoning of others</p> <p>SMP4: Model with Mathematics</p> <p>SMP5: Use appropriate tools strategically</p> <p>SMP6: Attend to precision</p> |

NY: Units 7-9 are pre-state test; Unit 10 is post-state test
CT: All units are pre-state test

AF Grade 7 Mathematics Scope and Sequence



Interim Assessment One

(12 Days) Unit One: The Number System Adding and Subtracting Rational Numbers

Critical Area(s): developing understanding of operations with rational numbers and working with expressions and linear equations

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|--|
| Major: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. | <p>7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <ul style="list-style-type: none"> a) Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> b) Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c) Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d) Apply properties of operations as strategies to add and subtract rational numbers. <p>7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers¹.</p> |
| Review/Embedded Standards | <p>6.EE.A² Apply and extend previous understandings of arithmetic to algebraic expressions</p> <p>6.EE.B Reason about and solve one-variable equations and inequalities</p> <p>6.EE.C Represent and analyze quantitative relationships between dependent and independent variables</p> <p>6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples</p> <p>6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers</p> <p>5.NF.A Use equivalent fractions as a strategy to add and subtract fractions</p> |
| Focal SMP | <p>SMP1: Make sense of problems and persevere in solving them</p> <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP4: Model with mathematics</p> <p>SMP6: Attend to precisions</p> <p>SMP7: Look for and make use of structure</p> |

¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions. In this unit, students will add and subtract rational numbers. In the following unit, they will multiply and divide rational numbers.

² Note to be applied throughout: The letter following the domain indicates the cluster level of the standard. An 'A' is the first cluster level, while a B and C are second and third cluster levels respectively.

AF Grade 7 Mathematics Scope and Sequence



Interim Assessment One

(13 Days) Unit Two: The Number System Multiplying and Dividing Rational Numbers

Critical Area(s): developing understanding of operations with rational numbers and working with expressions and linear equations

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|---|
| Major: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. | <p>7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <ul style="list-style-type: none"> a) Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b) Understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. c) Apply properties of operations as strategies to multiply and divide rational numbers. d) Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. |
| Review/Embedded Standards | <p>7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers³.</p> <p>6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions 6.EE.B Reason about and solve one-variable equations and inequalities 6.EE.C Represent and analyze quantitative relationships between dependent and independent variables 6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions 6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples 6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers 6.G.A Solve real-world and mathematical problems involving area, surface area, and volume 6.SP.5c Summarize numerical data sets in relation to their context, such as by: giving quantitative measures of center (mean and/or median) and variability (IQR and/or MAD), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. 5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions</p> |
| Focal SMP | <p>SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions SMP7: Look for and make use of structure</p> |

³ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

AF Grade 7 Mathematics Scope and Sequence



Interim Assessment One

(6 Days) Unit Three: The Number System Expressions and Rational Number Operations

Critical Area(s): developing understanding of operations with rational numbers and working with expressions and linear equations

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|---|
| Major: Use properties of operations to generate equivalent expressions | 7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. |
| Major: Solve real-life and mathematical problems using numerical and algebraic expressions and equations. | 7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i> |
| Major: Solve real-life and mathematical problems using numerical and algebraic expressions and equations. | 7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i> |
| Review/Embedded Standards | 7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers 6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions 6.EE.C Represent and analyze quantitative relationships between dependent and independent variables 6.G.A Solve real-world and mathematical problems involving area, surface area, and volume |
| Focal SMP | SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions SMP7: Look for and make use of structure |

AF Grade 7 Mathematics Scope and Sequence



Interim Assessment Two

(21 Days) Unit Four, Expressions and Equations: Equations and Inequalities

Critical Area(s): developing understanding of operations with rational numbers and working with expressions and linear equations

| Major, Supporting, Additional Clusters | Common Core State Standard |
|--|--|
| Major: Solve real-life and mathematical problems using numerical and algebraic expressions and equations. | <p>7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 ¾ inches long in the center of a door that is 27 ½ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> |
| Additional: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. | <p>7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p style="margin-left: 20px;">a) Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p style="margin-left: 20px;">b) Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p> |
| Review/Embedded Standards | <p>7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers</p> <p>7.EE.A Use properties of operations to generate equivalent expressions</p> <p>6.G.A Solve real-world and mathematical problems involving area, surface area, and volume</p> |
| Focal SMP | <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP4: Model with mathematics</p> <p>SMP6: Attend to precisions</p> <p>SMP7: Look for and make use of structure</p> |

START TEACHING UNIT 5 IN IA2 CYCLE – COMPLETE FIRST 2 LESSONS
U5 content will be assessed on Mock 1

AF Grade 7 Mathematics Scope and Sequence



Mock 1

(14 Days) Unit Five: Ratios and Proportional Relationships
Understanding and Applying Proportional Relationships

Critical Area(s): developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations

| Clusters | Common Core State Standard |
|---|---|
| <p>Major: Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> | <p>7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 a mile each 1/4 hour, compute the unit rate as the complex fraction 1/2 ÷ 1/4 miles per hour, equivalently 2 miles per hour.</i></p> |
| <p>Additional: Draw, construct, and describe geometrical figures and describe the relationships between them.</p> | <p>7.RP.2 Recognize and represent proportional relationships between quantities.</p> <ul style="list-style-type: none"> a) Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c) Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationships between the total cost and the number of items can be expressed as $t = pn$.</i> d) Explain what a point (x,y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0,0)$ and $(1,r)$ where r is the unit rate. |
| <p>Review/Embedded Standards</p> | <p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.</p> <p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> |
| <p>Focal SMP</p> | <p>7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers</p> <p>7.EE.A Use properties of operations to generate equivalent expressions</p> <p>7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>6.RP.A Understand ratio concepts and use ratio reasoning to solve problems</p> <p>6.G.A Solve real-world and mathematical problems involving area, surface area, and volume</p> <p>SMP1: Make sense of problems and persevere in solving them</p> <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP4: Model with mathematics</p> <p>SMP6: Attend to precisions</p> |

AF Grade 7 Mathematics Scope and Sequence



| Mock 1 | |
|--|--|
| (17 Days) Unit Six, Ratios and Proportional Relationships | |
| Understanding and Applying Proportional Relationships to Percents | |
| Critical Area(s): developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations | |
| Clusters | Common Core State Standard |
| <p>Major: Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>Major: Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>Additional: Draw, construct, and describe geometrical figures and describe the relationships between them.</p> | <p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.</p> <p>7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i></p> <p>7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> |
| Review/Embedded Standards | <p>7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers</p> <p>7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>6.RP.A Understand ratio concepts and use ratio reasoning to solve problems</p> <p>6.G.A Solve real-world and mathematical problems involving area, surface area, and volume</p> |
| Focal SMP | <p>SMP1: Make sense of problems and persevere in solving them</p> <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP5: Use appropriate tools strategically</p> <p>SMP6: Attend to precisions</p> <p>SMP7: Look for and make use of structure</p> |

START TEACHING UNIT 6 IN MOCK 1 CYCLE – COMPLETE ALL 16 LESSONS
U6 LP 1-8 content will be assessed on Mock1
U6 LP 9-16 content will be assessed on Mock 2

AF Grade 7 Mathematics Scope and Sequence



Mock 2 + State Test

(15 Days) Unit Seven: Statistics and Probability Probability

Critical Area(s): N/A

| Major, Supporting, Additional Clusters | Common Core State Standard |
|--|--|
| Supporting: Investigate chance processes and develop, use, and evaluate probability models. | <p>7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or a 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p>7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p style="margin-left: 20px;">a) Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine the probability of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p style="margin-left: 20px;">b) Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p>7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p style="margin-left: 20px;">a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p style="margin-left: 20px;">b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p style="margin-left: 20px;">c) Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p> |
| Review/Embedded Standards | <p>7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers</p> <p>7.EE.A Use properties of operations to generate equivalent expressions</p> <p>7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems</p> <p>6.SP.B Summarize and Describe Distributions</p> <p>6.RP.A Understand ratio concepts and use ratio reasoning to solve problems</p> |
| Focal SMP | <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP3: Construct viable arguments and critique the reasoning of others</p> <p>SMP4: Model with mathematics</p> <p>SMP5: Use appropriate tools strategically</p> <p>SMP6: Attend to precision</p> |

**NY: START TEACHING UNIT 8 IN Mock 2 CYCLE – COMPLETE FIRST 3 LESSONS in NY
U8 content will be assessed on the state test**

AF Grade 7 Mathematics Scope and Sequence



Mock 2 + State Test

**(9 Days) Unit Eight: Statistics and Probability
Statistics**

Critical Area(s): drawing inferences about populations based on samples

| Major, Supporting, Additional Clusters | Common Core State Standard |
|--|---|
| <p>Supporting: Use random sampling to draw inferences about a population.</p> <p>Additional: Draw informal comparative inferences about two populations.</p> | <p>7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predications. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or predication might be.</i></p> <p>7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p> <p>7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> |
| <p>Review/Embedded Standards</p> | <p>7.SP.A Investigate chance processes and develop, use and evaluate probability models</p> <p>7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers</p> <p>7.EE.A Use properties of operations to generate equivalent expressions</p> <p>7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems</p> <p>6.SP.B Summarize and Describe Distributions</p> <p>6.RP.A Understand ratio concepts and use ratio reasoning to solve problems</p> |
| <p>Focal SMP</p> | <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP3: Construct viable arguments and critique the reasoning of others</p> <p>SMP4: Model with mathematics</p> <p>SMP5: Use appropriate tools strategically</p> <p>SMP6: Attend to precisions</p> |

NY: Units 6-8 are pre-state test; Units 9-10 are post-state test
CT: All units are pre-state test

AF Grade 7 Mathematics Scope and Sequence



Pre/Post-State Test

CT: START TEACHING UNIT 9 IN Mock 2 CYCLE – COMPLETE FIRST 3 LESSONS
U9 content will be assessed on the state test

(11 Days) Unit Nine⁴: Geometry Area, Surface Area and Volume

Critical Area(s): solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|---|
| <p>Additional: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>Additional: Draw, construct, and describe geometrical figures and describe the relationships between them.</p> | <p>7.G.6 Solve real-world and mathematical problems involving area, <i>volume</i> and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p>7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> |
| <p>Review/Embedded Standards</p> | <p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers</p> <p>7.EE.A Use properties of operations to generate equivalent expressions</p> <p>7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>7.G.4 Know the formulas for area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle</p> <p>6.G.A Solve real-world and mathematical problems involving area, surface area and volume</p> |
| <p>Focal SMP</p> | <p>SMP1: Make sense of problems and persevere in solving them</p> <p>SMP2: Reason abstractly and quantitatively</p> <p>SMP4: Model with mathematics</p> <p>SMP6: Attend to precisions</p> |

⁴ Units 9 and 10 are NYSE Post-State Test Units

AF Grade 7 Mathematics Scope and Sequence



Pre/Post-State Test

| (9 Days) Unit Ten: Geometry Constructing with Angles | |
|---|--|
| Critical Area(s): solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| <p>Additional: Draw, construct, and describe geometrical figures and describe the relationships between them.</p> | <p>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> |
| <p>Additional: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> | <p>7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> |
| <p>Review/Embedded Standards</p> | <p>7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers 7.EE.A Use properties of operations to generate equivalent expressions 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations 4.MD.C Understand concepts of angles and measure angles</p> |
| <p>Focal SMP</p> | <p>SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP3: Construct viable arguments and critique the reasoning of others SMP5: Use appropriate tools strategically SMP7: Look for and make use of structure</p> |

AF Grade 8 Mathematics Scope and Sequence



Interim Assessment One

(15 Days) Unit One: Geometry Understanding Rigid Transformations and Congruence

Critical Area(s): analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

| Major, Supporting, Additional Clusters | Common Core State Standard |
|--|---|
| Major: Understand congruence and similarity using physical models, transparencies, or geometry software. | <p>8.G.1 Verify experimentally the properties of rotations, reflections, and translations:</p> <ul style="list-style-type: none"> a) Lines are taken to lines, and line segments to line segments of the same length. b) Angles are taken to angles of the same measure. c) Parallel lines are taken to parallel lines. |
| | 8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. |
| | 8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. |
| Review/Embedded Standards | <p>6.NS.6.b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p>5.G.B Classify two-dimensional figures into categories based on their properties</p> <p>4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles</p> |
| Focal SMP | <p>MP3 – Construct viable arguments and critique the reasoning of others</p> <p>MP5 – Use appropriate tools strategically</p> <p>MP8 – Look for and express regularity in repeated reasoning</p> |

(10 Days) Unit Two: Geometry

AF Grade 8 Mathematics Scope and Sequence



| Interim Assessment One | |
|--|--|
| Understanding Angle Relationships | |
| Critical Area(s): analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| <p>Major: Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>Major: Understand congruence and similarity using physical models, transparencies, or geometry software.</p> | <p>8.EE.7 Solve linear equations in one variable.</p> <p style="padding-left: 20px;">b) Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> |
| <p>Review/Embedded Standards</p> | <p>8.G.5 Use informal arguments to establish facts about the angle sum and exterior angles of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangles so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p> <p>8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p> <p>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> <p>7.EE.A¹ Use properties of operations to generate equivalent expressions</p> <p>7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers</p> <p>4.MD.C Understand concepts of angles and measure angles</p> |
| <p>Focal SMP</p> | <p>MP3 – Construct viable arguments and critique the reasoning of others</p> <p>MP7 – Look for and make use of structure</p> <p>MP8 – Look for and express regularity in repeated reasoning</p> |

START TEACHING UNIT 3 IN IA1 CYCLE – COMPLETE FIRST 5 LESSONS
Unit 3 content will be assessed on IA2

¹ Note to be applied throughout: The letter following the domain indicates the cluster level of the standard. An ‘A’ is the first cluster level, while a B and C are second and third cluster levels respectively.

AF Grade 8 Mathematics Scope and Sequence



Interim Assessment Two

(8 Days) Unit Three: Geometry Understanding Dilations and Similarity

Critical Area(s): analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

| Major, Supporting, Additional Clusters | Common Core State Standard |
|--|---|
| Major: Understand congruence and similarity using physical models, transparencies, or geometry software. | <p>8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p> <p>8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p> <p>8.G.5 Use informal arguments to establish facts about the angle sum and exterior angles of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangles so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p> |
| Review/Embedded Standards | <p>8.G.A Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers</p> <p>6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p>5.G.B Classify two-dimensional figures into categories based on their properties</p> <p>4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles</p> |
| Focal SMP | <p>MP3 – Construct viable arguments and critique the reasoning of others</p> <p>MP5 – Use appropriate tools strategically</p> <p>MP8 – Look for and express regularity in repeated reasoning</p> |

AF Grade 8 Mathematics Scope and Sequence



Interim Assessment Two

(15 Days) Unit Four: Functions

Critical Area(s): grasping the concept of a function and using functions to describe quantitative relationships

| Major, Supporting, Additional Clusters | Common Core State Standard |
|--|--|
| <p>Major: Define, evaluate, and compare functions.</p> <p>Major: Use functions to model relationships between quantities.</p> | 8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. ² |
| | 8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has a greater rate of change.</i> |
| | 8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i> |
| | 8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x,y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. |
| | 8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. |
| Review/Embedded Standards | <p>7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers</p> |
| Focal SMP | <p>MP1 – Make sense of problems and persevere in solving them</p> <p>MP2 – Reason abstractly or quantitatively</p> <p>MP4 – Model with mathematics</p> <p>MP8 – Look for and express regularity in repeated reasoning</p> |

START TEACHING UNIT 5 IN IA2 CYCLE – COMPLETE FIRST 3 LESSONS –
Content will be assessed on Mock 1

² Function notation is not required in Grade 8.

AF Grade 8 Mathematics Scope and Sequence



Mock 1

(17 Days) Unit Five: Expressions and Equations

Linear Equations

Critical Area(s): formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations

| Major, Supporting, Additional Clusters | Common Core State Standard |
|--|--|
| <p>Major: Understand the connections between proportional relationships, lines, and linear equations.</p> <p>Major: Define, evaluate, and compare functions.</p> | <p>8.EE.7a Solve linear equations in one variable</p> <p style="margin-left: 20px;">a) Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).</p> |
| | <p>8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p> |
| | <p>8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p> |
| | <p>8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x,y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> |
| Review/Embedded Standards | <p>8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them</p> <p>8.EE.7 Solve linear equations in one variable</p> <p>7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems</p> <p>7.EE.A Use properties of operations to generate equivalent expressions</p> <p>7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers</p> |
| Focal SMP | <p>MP1 – Make sense of problems and persevere in solving them</p> <p>MP2 – Reason abstractly and quantitatively</p> <p>MP3 – Construct viable arguments and critique the reasoning of others</p> <p>MP4 – Model with mathematics</p> <p>MP7 – Look for and make use of structure</p> |

AF Grade 8 Mathematics Scope and Sequence



| Mock 1 | |
|--|--|
| (7 Days) Unit Six: Statistics and Probability | |
| Bivariate Data | |
| Critical Area(s): formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations | |
| And Major, Supporting, Additional Clusters | Common Core State Standard |
| Supporting: Investigate patterns of association in bivariate data. | <p>8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p>8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p> <p>8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p> |
| Review/Embedded Standards | <p>8.F.A Define, evaluate and compare functions</p> <p>8.F.B Use functions to model relationships between quantities</p> <p>8.EE.7 Solve linear equations in one variable</p> <p>7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers</p> |
| Focal SMP | <p>MP2 – Reason Abstractly and Quantitatively</p> <p>MP4 – Model with mathematics</p> <p>MP7 – Look for and make use of structure</p> |

START TEACHING UNIT 7 IN Mock 1 CYCLE – COMPLETE FIRST 3 LESSONS
Content will be assessed on Mock 2

AF Grade 8 Mathematics Scope and Sequence



Mock 2 + State Test

(15 Days) Unit Seven: Expressions and Equations Systems of Linear Equations

Critical Area(s): formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations

| Major, Supporting, Additional Clusters | Common Core State Standard |
|---|---|
| Major: Analyze and solve linear equations and pairs of simultaneous linear equations. | 8.EE.8 Analyze and solve pairs of simultaneous linear equations. <ul style="list-style-type: none"> a) Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b) Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i> c) Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i> |
| Review/Embedded Standards | 8.EE.7 Solve linear equations in one variable 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations |
| Focal SMP | MP1 – Make sense of problems and persevere in solving them MP2 – Reason abstractly and quantitatively MP4 – Model with mathematics MP7 – Look for and make use of structure |

AF Grade 8 Mathematics Scope and Sequence



| Mock 2 + State Test | |
|--|--|
| (14 Days) Unit Eight: Expressions and Equations Integer Exponents and Scientific Notation | |
| Critical Area(s): Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| Major: Work with radicals and integer exponents. | <p>8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</p> <p>8.EE.3 Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9, and determine that the world population is more than 20 times larger.</p> <p>8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p> |
| Review/Embedded Standards | <p>8.EE.7 Solve linear equations in one variable.</p> <p>8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</p> <p>7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers</p> <p>7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain the patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10</p> |
| Focal SMP | <p>MP2 – Reason abstractly and quantitatively</p> <p>MP6 – Attend to precision</p> <p>MP7 – Look for and make use of structure</p> <p>MP8 – Look for and express regularity in repeated reasoning</p> |

NY: START TEACHING UNIT 8 IN Mock 2 CYCLE – COMPLETE First 5 Lessons
U8 LP1-5 are assessed on Mock 2; LP 6-14 are assessed on the state test
ALL UNIT 8 IS ASSESSED ON MOCK 2 IN CT.

AF Grade 8 Mathematics Scope and Sequence



| Mock 2 + State Test | |
|--|---|
| (7 Days) Unit Nine: Geometry Volume | |
| Critical Area(s): analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem | |
| Major, Supporting, Additional Clusters | Common Core State Standard |
| Additional: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. | 8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. |
| Major: Work with radicals and integer exponents. | 8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that is irrational. |
| Review/Embedded Standards Review/Embedded Standards | 8.F.A Define, evaluate and compare functions 8.F.B Use functions to model relationships between quantities 8.EE.7 Solve linear equations in one variable 7.G.B Solve real-life and mathematical problems involving angle measure, area, surface area and volume 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations 5.MD.C Understand concepts of volume and relate volume to multiplication and to addition |
| Focal SMP | MP4 – Model with mathematics MP6 – Attend to precision |

CT Mock 2 will assess up through U9, LP3. NY Mock 2 will assess up through U8, LP5.

CT Note: All content should be taught pre-test.

NY Note: All content up through unit 9 should be taught pre-test.

AF Grade 8 Mathematics Scope and Sequence



Pre/Post-State Test

(14 Days) Unit Ten³: The Number System + Expressions and Equations + Geometry Understanding and Applying Irrational Numbers

Critical Area(s): analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

| Major, Supporting, Additional Clusters | Common Core State Standard |
|--|---|
| Supporting: Know that there are numbers that are not rational, and approximate them by rational numbers. | 8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. |
| Major: Work with radicals and integer exponents. | 8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of π, show that π is between 1 and 2, then between 1.4 and 1.5, and explain how to continue to get better and better approximations.</i> |
| Major: Understand and apply the Pythagorean Theorem. | 8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that π is irrational. |
| Review/Embedded Standards | 8.G.6 Explain a proof of the Pythagorean Theorem and its converse. 8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two- and three-dimensions. 8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. |
| Focal SMP | 8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. 8.EE.7 Solve linear equations in one variable. 8.F.B Use functions to model relationships between quantities 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations 7.G.B Solve real-life and mathematical problems involving angle measure, area, surface area, and volume 6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers |
| Focal SMP | MP6 Attend to Precision MP7 Look for and make use of structure MP8 – Look for and express regularity in repeated reasoning: Mathematically proficient students understand repeating decimals through repeated reasoning. |

³ Note: This Unit is pre-State test content for CT and post-State test for NY

Integrated Algebra 1

Pacing, Standards, & Objectives

UNIT 1: GALILEAN MOTION THREAD- 9 Weeks

| Chapters/Threads | Lessons (6 Weeks) | Standards | Objectives |
|--|---|--|---|
| <p>Customary and the Metric System</p> <p>Expressions, linear equations, and inequalities</p> <p>Galilean Motion Threads</p> <ul style="list-style-type: none"> - Measurement - Linear Density - Constant Velocity - Temperature - | <p>1: Changing Units of Measure Within Systems</p> <p>2: Changing Units of Measure Between Systems</p> <p>3: Algebraic Expressions</p> <ul style="list-style-type: none"> • Mid-Quiz 1(Taken) <p>4: Linear Equations</p> <p>5. Linear Inequalities</p> <ul style="list-style-type: none"> • Quiz 2 (Taken) <p>6: Inverse Linear Functions</p> <ul style="list-style-type: none"> • Exam 1 | <p>NQ1: Reason quantitatively and use units to solve problems.</p> <p>A.CED.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A.CED. 1 Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>F.BF.4 Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. Linear, Quadratic, and Exponential Models F-LE</p> <p>ACE 1: Interpret expressions that represent a quantity in terms of its context.</p> <p>S-ID 6: Represent data on two quantitative variables</p> <p>S-ID.7: Interpret linear models. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> | <p>1. Convert units of measure within the customary and metric systems.</p> <p>2. Convert units of measure between the customary and metric systems</p> <p>3. Use the order of operations to evaluate algebraic expressions</p> <p>4. Use algebra to solve linear equations</p> <p>5. Use algebra to solve linear inequalities</p> <p>6. Find the inverse of a relation.</p> <p>Find the inverse of a linear function.</p> <p>- Make mass and length measurements on sets of cylindrical objects and determine the linear density of set of objects (working with data)</p> |
| <p>Quadratic functions and</p> | <p>1. Graphing Quadratic</p> | <p>F.IF.4: For a function that models a</p> | <p>1. Analyze the characteristics</p> |

| | | | |
|--|--|---|--|
| <p>Equations (Briefly)</p> <p>Literal Equations (Solve for the Quantity of interest and use substitution)</p> <ul style="list-style-type: none"> - Acceleration Down the ramp - Acceleration due to gravity - Intro to graphing (Translation) | <p>Functions</p> <ol style="list-style-type: none"> 2. Extension: Rate of Change of a Quadratic Function 3. Solving Quadratic Equations by Graphing <ul style="list-style-type: none"> ● Mid-Quiz 2 <ol style="list-style-type: none"> 4. Transformations of Quadratic Functions (Focus on Translation) 5. Extension: Graphing Technology Lab: Curve Fitting 6. Analyzing graphs of quadratics with successive differences <ul style="list-style-type: none"> ● Study guide review ● Exam 2 | <p>relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p> <p>F.IF.7: Graph linear and quadratic functions and show intercepts, maxima, and minima</p> <p>F.IF.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph</p> <p>F.IF.1: Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <ol style="list-style-type: none"> a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another <p>A.REI.4b: Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b</p> <p>S.ID. 6a: Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and</p> | <p>of graphs of quadratic functions.</p> <p>Graph quadratic functions</p> <ol style="list-style-type: none"> 2. Use a given quadratic function to investigate the rate of change of a quadratic function 3. Solve quadratic equations by graphing. <p>Estimate solutions of quadratic equations by graphing.</p> <ol style="list-style-type: none"> 4. Apply translations to quadratic functions. 5. Use a graphing calculator (or DESMOS) to find an appropriate regression equation for a set of data. 6. Identify linear and quadratic functions from given data. <p>Write equations that model data</p> |
|--|--|---|--|

| | | | |
|-------------------------------|---|--------------------|---|
| | | exponential models | |
| Projectile Motion (4-5 hours) | <ol style="list-style-type: none"> 1. Analyze components of projectile motion 2. Extension: Rate of Change of a Quadratic Function 3. Solving Quadratic Equations by Graphing 4. Extension: Graphing Technology Lab: Curve Fitting 5. Analyzing graphs of quadratics with successive differences <ul style="list-style-type: none"> ● Quiz 3 ● Unit 1 Test Study Guide ● End of Unit 1 Exam. | | <ol style="list-style-type: none"> 1. Use a graphing calculator (or DESMOS) to find an appropriate regression equation for a set of data. <p>Write equations that model data</p> <ol style="list-style-type: none"> 2. Use a given quadratic function to investigate the rate of change of a quadratic function 3. Solve quadratic equations by graphing. 4. Same as (1) 5. Identify linear and quadratic functions from given data. <p>(Solidify previous practices)</p> |

UNIT 2: “ LET’S MAKE MONEY” (BUSINESS MODEL THREAD) 9 Weeks

| Chapters/Threads | Lessons (6 Weeks) | Standards | Objectives |
|-------------------------|--------------------------|------------------|-------------------|
|-------------------------|--------------------------|------------------|-------------------|

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| <p><u>Business Sequence</u> Statistics Sub-Module</p> <p>A. How do you know if your business is succeeding? (organizing data; using data to make conclusions; generating graphs from data)</p> <ol style="list-style-type: none"> 1. Descriptive statistic 2. Population vs Sample: Parameter vs Statistics <p>B. How can you predict market and investment quality/behavior? (functions; functions as predictions and/or models)</p> <ol style="list-style-type: none"> 1. Inferential Statistics: | <ol style="list-style-type: none"> 1. An overview of Statistics 2. Descriptive statistics 3. Inferential Statistics 4. Graphs in Statistics 5. More Graphs: Additional graphs that are relevant. 6. Measures of Central Tendency 7. Measures of Spread/variation | <p style="text-align: center;">Summarize, represent, and interpret data on a single count or measurement variable.</p> <p>S-ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>S-ID. 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p> <p>S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>S-ID. 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p> | <ol style="list-style-type: none"> 1. Define statistics 2. Distinguish between a population and a sample and between a parameter and a statistic 3. Distinguish between descriptive statistics and inferential statistics. <p>Descriptive Stats:</p> <ol style="list-style-type: none"> 4. Construct a frequency distribution including midpoints and relative frequencies. 5. Graph quantitative data sets using scatter plots, pie charts, and stem-and-leaf plots. <p>Measures Of Central Tendency</p> <ol style="list-style-type: none"> 5. Find mean median and mode of population and sample. 6. Find the weighted mean and the mean of a frequency distribution. 7. Describe the shape of a distribution as symmetric, uniform, or skewed. <p>Measures of Variation</p> <ol style="list-style-type: none"> 8. Find the range of a data set 9. Find the variance and standard deviation of a population and of a sample. 10. Find the first, second, and third quartiles. 11. Represent data set |
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| | | | <p>using a box-and-whisker plot.</p> <p>12. Interpret other fractiles such as percentiles.</p> |
| <p>C. Accuracy, precision in measurement and errors</p> <p><u>Business operations</u></p> <p>A. Understanding Taxes (step functions, rates, functions (domain and range))</p> <ol style="list-style-type: none"> Complete tax forms. Calculate an income tax refund Complete a California State tax form <p><u>B. Accounting (functions)</u></p> <ol style="list-style-type: none"> Mark-to-market accounting Cash accounting Graphs of expenses, revenue, and profit. <p>C. Budgeting (conversions; modeling; budgeting)</p> <p>D. Credit and Loans: (problem solving; rates and interest)</p> <p>E. Investing</p> <ol style="list-style-type: none"> Equation solving to meet needed inequalities. Monetary conversions Build a Business Plan - activity/project . | <ol style="list-style-type: none"> Computing Sales Tax Calculating the total purchase price Determining Unit Price Determining Sale Price <ol style="list-style-type: none"> Federal Income Tax <p><u>Withholding Tables</u></p> <ol style="list-style-type: none"> Computing state income tax Computing Graduate Income Tax Computing Social Security and Medicare Taxes. <ol style="list-style-type: none"> Completing a Payroll Register Calculate the percentage of a particular business expense. <ol style="list-style-type: none"> Computing the Total Assets, Liabilities, and Owner's equity. Calculating a balance sheet. Determining cost of | <p>F.IF.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p> <p>A.CED.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>F.BF.4 Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. Linear, Quadratic, and Exponential Models</p> <p>ACE 1: Interpret expressions that represent a quantity in terms of its context.</p> <p>A.CED. 1 Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>Summarize, represent, and interpret data on two categorical and quantitative variables.</p> <p>S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative</p> | <ol style="list-style-type: none"> Find sales tax Find the total purchase price Find the unit price <ol style="list-style-type: none"> Find the federal income tax withheld Find the state income tax withheld Find the amount of state income tax withheld from each paycheck. Find the amount deducted for social security and medicare taxes. <ol style="list-style-type: none"> Find the net pay. Find the percentage of total expenses. <ol style="list-style-type: none"> Find the assets, liabilities, and owner's equity. Prepare a balance sheet. Find the cost of goods sold. Find the net sales, the gross profit, and the net income. |

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| <p>Introduced halfway through the unit. (Business Plan Assignment Ideas)</p> <p>https://connected.mcgraw-hill.com/connected/login.do</p> | <p>goods sold.</p> <p>4. Completing an income statement</p> <p>BUDGETING Make a budget Worksheet</p> <p>LOANS/Credit</p> <ol style="list-style-type: none"> Maturity Value and Interest Rate of Single-Payment Loan Calculating the Amount Financed on an Installment Loan Paying Off Simple Interest Installment Loans Using Tables to Find the APR of a Loan | <p>frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p> <p>S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ol style="list-style-type: none"> Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. Informally assess the fit of a function by plotting and analyzing residuals. Fit a linear function for a scatter plot that suggests a linear association. <p>Interpret linear models.</p> <p>S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p>S-ID. 8. Compute (using technology) and interpret the correlation coefficient of a linear fit.</p> <p>S-ID. 9. Distinguish between correlation and causation.</p> | <p>LOANS:</p> <ol style="list-style-type: none"> Find the interest and the maturity value. Find the finance charge. Find the interest and the final payment Use a table to find the annual percentage rate. |
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UNIT 3: Modeling Manipulations via Geometric Reasoning Thread - 9 weeks

| Chapters/Activities | Lessons (6 Weeks) | Standards | Objectives |
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| <p>Algebra with Glencore</p> <p>Chapter 1. 1-2: Mini- Project: Evaluating Expressions 1-5 Using Overhead Manipulatives-Distributive Property 1-7: Make a Model</p> <p>Chapter 2. 2-2 Adding and subtracting integers 2-3 Multiplying Integers 2-3 Multiplying and Dividing Rational Numbers.</p> <ul style="list-style-type: none"> Modeling and Solving (linear) equations <p>Chapter 3: 3-3 Using overhead Manipulatives: Solving Equations by Using Multiplication and Division. 3-4 Solving Equations Using More than One Operation. 3-5 Solving Equations with the Variable on Both Sides.</p> | <p>Adding and Subtracting Polynomials</p> <p>2: Multiplying a Polynomial by a Monomial</p> <p>3: Multiplying Polynomials</p> <p>4: Special Products</p> <ul style="list-style-type: none"> Mid Quiz <p>5: Using the Distributive Property</p> <p>6: Solving $x^2 + bx + c = 0$</p> <p>7: Solving $ax^2 + bx + c = 0$</p> <p>8: Differences of squares</p> <p>9: Perfect squares</p> <p>10: Roots and Zeros</p> <ul style="list-style-type: none"> Exam 2 Preparing for Standardized Test <p><u>Quadratic Functions</u></p> | | <ul style="list-style-type: none"> Modeling and Solving (linear) equations <p>Activity: Turn the room into a large equation mat, and do activity with students as the physical pieces - they have a "piece" of the equation, and as they move, the equation changes, and the class negotiates who is allowed to move and when (e.x. Marcus can't just move over to the other side of the room without flipping over his piece to the negative side, Susie can't leave the equation unless her equal from the other side of the room also leaves the equation, If Susie moves to Marcus, and thus flips her piece to negative, and they combine for a zero pair on the same side, then they can leave the equation, etc... ; transition to individualized equation mats to manipulate equations</p> |

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| <p>Activity: “solve $3x+5=17$ with 10 moves”</p> | | | |
| <p>POLYNOMIALS</p> <p>8-1 Using Overhead Manipulatives: Multiplying Polynomials 8-1 Algebra Activity 8-4 Algebra Activity 8-5 Adding and Subtracting Polynomials 8-6 Multiplying Polynomials by a Monomial 8-7 Multiplying Polynomial with area interpretation.</p> <p>8-8 Using Overhead Manipulatives Three Special Products</p> <p>Special multiplications - difference of squares, square of a sum, perfect squares, etc... with area interpretation</p> | <p>Polynomials”</p> <ul style="list-style-type: none"> - Use Algebra tiles to model polynomials - Adding and Subtracting Polynomials using tiles p. 136-167 <p>CHAPTER 8</p> <ul style="list-style-type: none"> - Multiplying binomials (Distributive property) - Rectangular area models <p>Pop Up Quiz Then page 144, 147-148.</p> <ul style="list-style-type: none"> - Difference of squares - Sum of squares - Perfect squations_area models <p>CHAPTER 9</p> <ul style="list-style-type: none"> - Factoring - Binomials and trinomials <p>Distributive property and then by grouping.</p> <ul style="list-style-type: none"> - Factoring theoretical way <p>Big question to include during this progression: Why can’t we combine constants and linear terms? Use equation mats and a DESMOS activity to</p> <p>Transitioning to Quadratics</p> | | |

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| | - Factoring polynomials - Special factoring | | |
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UNIT 4: End of year - Software / Engineering Thread - 8 weeks

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CCSS Framework for Algebra 1.

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Functions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Represent and solve equations and inequalities graphically

Quantities

- Reason quantitatively and use units to solve problems

Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

Linear, Quadratic, and Exponential Models

- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models.

Geometry Scope & Sequence

August 2021



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| Unit 0: Fortune Culture (1 week) | Unit 5: Angle Relationships (4.5 weeks) |
| Unit 1: Coordinate Geometry (4 weeks) | Unit 6: Similarity (5 weeks) |
| Unit 2: Constructions (2.5 weeks) | Unit 7: Trigonometry (3 weeks) |
| Unit 3: Transformations (4.5 weeks) | Unit 8: Circles (4 weeks) |
| Unit 4: Congruent Triangles (4 weeks) | Unit 9: Geometric Measurements (5 weeks) |
| Semester 1 Final Exam / Portfolio (1 Week) | Semester 2 Final Exam / Portfolio (1 Week) |

| | Semester 1: Unit 0 | Semester 1: Unit 1 |
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| Unit Topic Overview | Fortune Culture: <i>First 10 Days</i> | Coordinate Geometry |
| Learning Objectives | | <ul style="list-style-type: none"> Given two points on a number line, SWBAT identify the midpoint between the two given points and describe its properties. Given two points on a number line, SWBAT identify the point that partitions the segment into a given ratio. Given two endpoints of a line segment, SWBAT calculate the midpoint of the segment Given one endpoint and the midpoint of the segment, SWBAT calculate the coordinates of the other endpoint. Given the endpoints of a line segment, SWBAT find the coordinates of a point that partitions the segment in a given ratio. Given two endpoints of a line segment, SWBAT calculate the length of the segment by using the distance formula. Given the coordinates of a triangle on the coordinate plane, SWBAT classify the polygon and find the perimeter of the figure. Given information about lines, SWBAT interpret slope to classify lines as parallel, perpendicular, or neither Given information about lines, SWBAT use the slope of a line to find coordinates of points on the line. Given the coordinates of a polygon on the |

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| | | <p>coordinate plane, SWBAT classify the polygon by finding the side lengths and comparing the slopes of side.</p> <ul style="list-style-type: none"> ● Given the coordinates of a polygon in the coordinate plane SWBAT find the perimeter and area. ● Given the equation of a line in any form, SWBAT find the slope of a line parallel or perpendicular to the given line. ● Given the equations of two lines, SWBAT determine whether the lines are parallel, perpendicular, or neither by comparing their slopes. ● Given two endpoints of a line segment, SWBAT write the equation of the perpendicular bisector of the segment. |
| Essential Questions | | <p>What is a midpoint and how do you find it on a number line?</p> <p>How do you find a point that partitions a number line into a given ratio?</p> <p>How do you find a midpoint on a line segment?</p> <p>How do you find a point that partitions a line segment into a given ratio?</p> <p>How do you find the length of a line segment on the coordinate plane?</p> <p>How do you classify and find the perimeter of a triangle on the coordinate plane?</p> <p>How do you determine if lines are parallel, perpendicular, or neither?</p> <p>How do you use slope to find other points on the line?</p> <p>How do you classify a polygon on the coordinate plane, given only the coordinates of the polygon?</p> <p>How do you find the perimeter and area of a polygon on the coordinate plane, given only the coordinates of the polygon?</p> <p>How do you determine if lines are parallel, perpendicular, or neither? (Revisited)</p> <p>How do you find the equations of parallel and perpendicular lines?</p> <p>How do you write the equation of the perpendicular bisector of a segment?</p> |
| Enduring Understandings | | <p>Geometric and algebraic procedures are interconnected and build on one another.</p> <p>Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies.</p> <p>Congruent geometric figures can be mapped onto one another by one or more rigid transformations</p> |

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| | | <p>(isometries). For similar figures, one of the transformations need not be an isometry. These transformations can occur on or off the coordinate plane.</p> <p>Proof is an argument; it is a series of logically valid statements justified by definitions, postulates, and theorems. Writing sound proofs develops reasoning and justification skills.</p> <p>Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence.</p> <p>All constructions are based on geometric properties of congruence.</p> |
| Key Terms | | <ul style="list-style-type: none"> • slope • y-intercept(s) • x-intercept(s) • slope-intercept form • standard form • point-slope form • length of a segment • parallel lines • perpendicular lines • midpoint • right triangle • scalene triangle • isosceles triangle • equilateral triangle • perpendicular bisector • scalene triangle • isosceles triangle • equilateral triangle • perpendicular bisector • circumcenter • median • centroid • altitude • orthocenter |
| Assessments | | <p>Formative Assessments: Do Nows, Exit Tickets, Observations</p> <p>Summative Assessment: End-of-Unit Test 9/16/20</p> |
| Essential Classroom Content | | <p>Achievement First Curriculum</p> |
| Technology Applications | | <p>Coming Soon</p> |
| Essential Standards | | <p><u>CCSS.MATH.CONTENT.HSG.GPE.B.4</u> Use coordinates to prove simple geometric</p> |

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| | <p>theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</p> <p><u>CCSS.MATH.CONTENT.HSG.GPE.B.5</u> Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p> <p><u>CCSS.MATH.CONTENT.HSG.GPE.B.6</u> Find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p> <p><u>CCSS.MATH.CONTENT.HSG.GPE.B.7</u> Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*</p> <p><u>CCSS.MATH.CONTENT.HSG.CO.A.1</u> Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> |
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| | Semester 1: Unit 2 | Semester 1: Unit 3 |
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| Unit Topic Overview | Constructions | Transformations |
| Learning Objectives | <ul style="list-style-type: none"> Given a segment, SWBAT copy the segment (construct a congruent segment) using a compass and straightedge. SWBAT construct a segment with a length that is an integer multiple of the length of a given segment (ex. construct a segment twice the length, three times the length, etc.) SWBAT construct an equilateral triangle using a compass and straightedge, and justify the construction by writing a two-column or paragraph proof. SWBAT construct a triangle congruent to a given triangle using a compass and straightedge, and justify the construction. Given an angle, SWBAT copy the angle (construct a congruent angle) using a compass and straightedge and justify the construction by writing a two-column or paragraph proof. | <ul style="list-style-type: none"> Given the coordinates of a pre-image and a translation vector, SWBAT graph the translated image on the coordinate plane. Given the coordinates of a pre-image and an image, SWBAT write a vector to describe the translation by identifying the changes in the x and y coordinates. Given the coordinates of a pre-image, SWBAT graph the image reflection in the x-y coordinate plane over the lines $x=a$ and $y=a$. Given the coordinates of a pre-image, SWBAT graph the image reflection in the x-y coordinate plane over the lines $x=a$, $y=a$, $y=x$, and $y=-x$. Given the coordinate of a point and center of rotation, SWBAT graph the image rotation in the x-y coordinate plane 90° clockwise or counterclockwise about the given center of rotation. |

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| | <ul style="list-style-type: none"> Given a segment, SWBAT construct the perpendicular bisector of the segment using a compass and straightedge. Given a segment, SWBAT determine the midpoint using the construction of a perpendicular bisector. Given a line and a point (on or off the line), SWBAT construct a line perpendicular to the given line through the given point using a compass and straightedge. Given a figure, SWBAT to construct an altitude. Given a circle, SWBAT construct an equilateral triangle, a regular hexagon, and regular dodecagon inscribed in the circle using a compass and straightedge, and justify the construction. | <ul style="list-style-type: none"> Given the coordinates of a pre-image figure and a center of rotation, SWBAT graph the image rotation in the x-y coordinate plane 90° clockwise or counterclockwise about the given center of rotation. Given the coordinates of a pre-image figure and center of rotation, SWBAT graph the image rotation in the x-y coordinate plane at 90° intervals clockwise or counterclockwise about the given center. Given a regular or irregular polygon, SWBAT find lines of reflection and calculate angles of rotation that will map the polygon onto itself. Given the coordinates of a pre-image and a series of transformations, SWBAT graph the image using a combination of translations, reflections, and rotations. Given the coordinates of a pre-image and image, SWBAT write a series of transformation rules to map the coordinates of the pre-image onto the image. Given two congruent triangles, SWBAT use transformations to show that the triangles are congruent using the Definition of Congruent Triangles. Given the coordinates of a pre-image polygon or line segment, SWBAT graph the image dilation in the x-y coordinate plane centered at the origin. Given the coordinates of a similar pre-image and image, SWBAT write a series of transformation rules to map the coordinates of the pre-image onto the image. |
| Essential Questions | <p>What is a construction?</p> <p>How do you copy a segment?</p> <p>How do you construct an equilateral triangle?</p> <p>How do you copy an angle?</p> <p>How do you construct the perpendicular bisector of a segment?</p> <p>How do you construct a line perpendicular to a given line through a given point?</p> <p>How do you construct an altitude of a given figure?</p> <p>How do you construct an equilateral triangle, a regular hexagon, and regular dodecagon inscribed in a given circle?</p> | <p>How do you translate an image given a translation vector?</p> <p>How do you write a vector to describe a translation?</p> <p>How do you reflect an image over a vertical line, horizontal line, the line $y=x$ and the line $y=-x$?</p> <p>How do you rotate an image on the coordinate plane?</p> <p>How do you find lines of reflection and rotations that will map regular and irregular polygons onto themselves?</p> <p>How do you transform an image using a combination of translations, reflections, and rotations?</p> <p>How do you write a series of transformation rules to map a set of coordinates onto an image?</p> <p>How can you claim that two triangles are congruent?</p> |

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| | | <p>How do you graph a dilation centered at the origin?</p> <p>How do you write a series of transformation rules to map a set of coordinates onto an image?</p> <p>(Revisited)</p> |
| Enduring Understandings | <p>Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies.</p> <p>Geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane.</p> <p>Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills.</p> <p>Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence.</p> <p>All constructions are based on geometric properties of congruence.</p> <p>Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.</p> | <p>Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies.</p> <p>Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane.</p> <p>Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence.</p> <p>All constructions are based on geometric properties of congruence.</p> <p>Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.</p> |
| Key Terms | <ul style="list-style-type: none"> ● point ● line ● collinear points ● segment ● ray ● opposite rays ● angle ● congruent segments/angles ● radius ● midpoint ● segment bisector ● angle bisector ● perpendicular line/segment ● perpendicular bisector ● altitude of a triangle | <ul style="list-style-type: none"> ● pre-image ● image ● isometry ● orientation ● translation/vector translation <ul style="list-style-type: none"> ○ coordinate notation ○ vector notation ● reflection ● rotation ● glide reflection ● composition of transformations ● congruent triangles (congruent figures) |
| Assessments | Formative Assessments: Do Nows, Exit Tickets, Observations | Formative Assessments: Do Nows, Exit Tickets, Observations |

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| | Summative Assessment: End-of-Unit Test 10/5/20 | Summative Assessment: End-of-Unit Test 11/4/20 |
| Essential Classroom Content | Achievement First Curriculum | Achievement First Curriculum |
| Technology Applications | Desmos Geometry Tool | Desmos Geometry Tool |
| Essential Standards | <p>CCSS.MATH.CONTENT.HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>CCSS.MATH.CONTENT.HSG.CO.D.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>CCSS.MATH.CONTENT.HSG.CO.A.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>CCSS.MATH.CONTENT.HSG.CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>CCSS.MATH.CONTENT.HSG.CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p> | <p>CCSS.MATH.CONTENT.HSG.CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>CCSS.MATH.CONTENT.HSG.CO.A.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>CCSS.MATH.CONTENT.HSG.CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>CCSS.MATH.CONTENT.HSG.CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>CCSS.MATH.CONTENT.HSG.CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>CCSS.MATH.CONTENT.HSG.CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p> <p>CCSS.MATH.CONTENT.HSG.CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.</p> <p>CCSS.MATH.CONTENT.HSG.SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor:</p> |

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| | | <p><u>CCSS.MATH.CONTENT.HSG.SRT.A.1.A</u> A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.</p> <p><u>CCSS.MATH.CONTENT.HSG.SRT.A.1.B</u> The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</p> <p><u>CCSS.MATH.CONTENT.HSG.SRT.A.2</u> Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p> |
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| | Semester 1: Unit 4 | Semester 2: Unit 5 |
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| Unit Topic Overview | Congruent Triangles | Angle Relationships |
| Learning Objectives | <ul style="list-style-type: none"> • SWBAT distinguish between proper and improper names for a given angle; given two congruent triangles, SWBAT identify corresponding congruent parts by analyzing a diagram and/or congruence statement. • Given side lengths and/or angle measures of a triangle, SWBAT discover the specific combinations of side lengths and angle measures that will create two congruent triangles by applying transformations and the Definition of Congruent Triangles. • Given two triangles, SWBAT determine whether there is enough information given to prove that the triangles are congruent using the SSS or SAS congruence postulates; SWBAT state the third congruence necessary to show that two triangles are congruent by SSS or SAS by sketching and annotating a diagram. • Given two triangles, SWBAT determine whether there is enough information given to prove that two triangles are congruent using the HL congruence theorem; SWBAT explain why SSA is not sufficient to prove two triangles congruent, unless the non-included angle is a right angle. • Given two triangles, SWBAT to show that the triangles are congruent by SSS, SAS, or HL by writing a two-column or paragraph proof. | <ul style="list-style-type: none"> • Given parallel lines and a transversal, SWBAT classify angle pairs and use them to write and solve equations for missing angles and values. • Given a triangle, SWBAT write and solve equations to determine missing angles and values using the Triangle Sum Theorem. • SWBAT use inductive reasoning to make generalizations about the sum of the interior angles of polygons. SWBAT calculate the sum of the measures of the interior angles of polygons. SWBAT calculate the measure of one interior angle of a regular or irregular polygon. • SWBAT use inductive reasoning to make generalizations about the sum of the exterior angles of polygons. SWBAT calculate the measure of one exterior angle of a regular or irregular polygon. • Given angle measurements of triangles, SWBAT rank the sides using triangle inequality relationships. Given side lengths of triangles, SWBAT rank the angles using triangle inequality relationships. • Given isosceles triangles, SWBAT use the base angles theorem and rule of 180 to find missing angle measures. • SWBAT describe the properties of perpendicular bisectors of triangles. Given perpendicular bisectors of triangles, SWBAT |

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| | <ul style="list-style-type: none"> Given two triangles, SWBAT determine whether there is enough information given to prove that the triangles are congruent using the ASA congruence postulate or AAS congruence theorem; SWBAT state the third congruence necessary to show that two triangles are congruent by ASA or AAS by sketching and annotating a diagram. Given two triangles, SWBAT to show that the triangles are congruent by ASA or AAS by writing a two-column or paragraph proof. Given two congruent triangles, SWBAT prove statements about the sides and angles of the triangles by writing a two-column or paragraph proof and applying the Definition of Congruent Triangles (CPCTC). SWBAT prove statements about triangles by writing a two-column or paragraph proof using congruent triangles and angle relationships. Given quadrilaterals, SWBAT prove statements about the sides and angles of the quadrilaterals by writing a two-column or paragraph proof using congruent triangles and angle relationships. | <p>use their properties to find missing angle and segment lengths.</p> <ul style="list-style-type: none"> SWBAT describe the properties of angle bisectors of triangles. Given angle bisectors of triangles, SWBAT use their properties to find missing angle and segment lengths. SWBAT describe the properties of side lengths of parallelograms. Given a figure on the coordinate plane, SWBAT prove that the figure is a parallelogram by showing relationships between the slopes and lengths of corresponding sides of the figure. Given a parallelogram, SWBAT use its properties to find missing side lengths by writing and solving equations. SWBAT describe the properties of side and diagonal lengths of parallelograms. Given a figure on the coordinate plane, SWBAT prove that the figure is a parallelogram by showing that the diagonals of the figure bisect each other. Given a parallelogram, SWBAT use its properties to missing side and diagonal lengths by writing and solving equations. SWBAT describe the properties of angle measures of parallelograms. Given a parallelogram, SWBAT use its properties to missing angle measures by writing and solving equations. SWBAT describe the properties of angle measures of parallelograms. Given a parallelogram, SWBAT use its properties to missing angle measures by writing and solving equations. |
| <p>Essential Questions</p> | <p>How do you name an angle? What statements can be made about the parts of congruent triangles? What shortcuts can we use to prove if two triangles are congruent? How do you write a logical and complete proof?</p> | <p>What types of angle pairs are there? How do we use angle pairs to solve algebraic problems? How do you use the Triangle Sum Theorem to solve algebraic problems? What can we claim about the interior angles of polygons? What can we claim about the exterior angles of polygons? What relationships are there between sides and angles of triangles? How do we find missing angle measures of isosceles triangles? What properties do perpendicular bisectors of triangles have? What properties do angle bisectors of triangles have? What properties do parallelograms have? How do you prove a figure is a parallelogram?</p> |

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| <p>Enduring Understandings</p> | <p>Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence. All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.</p> | <p>Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence. All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.</p> |
| <p>Key Terms</p> | <ul style="list-style-type: none"> ● point ● line ● collinear points ● segment ● ray ● opposite rays ● angle ● congruent segments/angles ● postulate ● theorem ● midpoint ● segment bisector ● angle bisector ● congruent triangles (congruent figures) ● hypotenuse ● leg(s) ● conditional statement ● Law of Syllogism ● inverse ● converse ● contrapositive ● two-column proof ● paragraph (narrative) proof | <ul style="list-style-type: none"> ● angle pair ● complementary angles ● supplementary angles ● vertical angles ● linear pair ● parallel lines ● transversal ● corresponding angles ● alternate interior angles ● same-side interior (consecutive interior) angles ● alternate exterior angles ● perpendicular lines ● interior angle ● exterior angle ● isosceles triangle ● equilateral triangle ● regular polygon ● convex polygon ● equidistant ● concurrent lines, rays, or segments ● point of concurrency ● perpendicular bisector ● circumcenter ● angle bisector |

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| | | <ul style="list-style-type: none"> ● incenter ● median of a triangle ● centroid ● altitude of a triangle ● orthocenter ● parallelogram ● rhombus ● rectangle ● square |
| Assessments | Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 12/9/20 | Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 2/1/21 |
| Essential Classroom Content | Achievement First Curriculum | Achievement First Curriculum |
| Technology Applications | Can Figure It Geometry - Online Proofs Practice & Challenges | Coming Soon |
| Essential Standards | <p><u>CCSS.MATH.CONTENT.HSG.CO.A.1</u> Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p><u>CCSS.MATH.CONTENT.HSG.CO.B.6</u> Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p> <p><u>CCSS.MATH.CONTENT.HSG.CO.B.7</u> Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.</p> <p><u>CCSS.MATH.CONTENT.HSG.CO.B.8</u> Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.</p> <p><u>CCSS.MATH.CONTENT.HSG.CO.C.10</u> Prove theorems about triangles.</p> <p><u>CCSS.MATH.CONTENT.HSG.CO.C.11</u> Prove theorems about parallelograms.</p> | <p><u>CCSS.MATH.CONTENT.HSG.CO.C.9</u> Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</p> <p><u>CCSS.MATH.CONTENT.HSG.CO.C.10</u> Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p><u>CCSS.MATH.CONTENT.HSG.CO.C.11</u> Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</p> <p><u>CCSS.MATH.CONTENT.HSG.CO.A.3</u> Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p><u>CCSS.MATH.CONTENT.HSG.CO.D.12</u> Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic</p> |

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| | | geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. |
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| | Semester 2: Unit 6 | Semester 2: Unit 7 |
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| Unit Topic Overview | Similarity | Trigonometry |
| Learning Objectives | <ul style="list-style-type: none"> Given two similar figures, SWBAT identify corresponding congruent and proportional parts; SWBAT distinguish between figures that are similar and those that are congruent, and explain the similarities and differences. Given a figure on the coordinate plane, SWBAT give the coordinates of the figure after a dilation centered at the origin; Given the coordinates of a figure and its dilation centered at the origin, SWBAT find the scale factor of the dilation. SWBAT show that two triangles are similar by applying the AA similarity postulate and writing a proof. SWBAT show that two triangles are similar by applying the SSS and SAS similarity theorems and writing a proof. Given two similar triangles, SWBAT prove statements about their angles by (1) proving the triangles are similar, and (2) applying properties of similar triangles. Given two similar triangles, SWBAT prove statements about their sides by (1) proving the triangles are similar, and (2) applying properties of similar triangles. Given two similar figures, SWBAT find missing side lengths by writing and solving proportions. SWBAT describe the properties of the midsegment of a triangle; Given a triangle and its midsegment, SWBAT use properties of the midsegment to find missing segment measurements by writing and solving equations. Given a triangle divided by a line parallel to one side, SWBAT calculate missing segment lengths by applying properties of similar triangles. Given a divided right triangle, SWBAT sketch | <ul style="list-style-type: none"> Given three side lengths of a triangle, SWBAT determine whether the lengths form a triangle using the Triangle Inequality Theorem and then classify the triangle as acute, obtuse, or right using the Pythagorean Theorem Converse. Given a radical expression, SWBAT simplify it by (1) rationalizing the denominator and, if necessary, (2) finding perfect square factors; Given 45-45-90 special right triangles, SWBAT find missing side lengths and solve problems applying their properties Given 30-60-90 special right triangles, SWBAT find missing side lengths and solve problems applying their properties. Given 45-45-90 and 30-60-90 right triangles, and combinations of SRTs, SWBAT find missing sides by applying SRT rules and/or the Pythagorean Theorem. Given an acute angle of a right triangle, SWBAT classify the sides as "opposite", "adjacent", and "hypotenuse"; Given a right triangle, SWBAT calculate the sine, cosine, and tangent of the acute angles of the triangle and note equivalencies. SWBAT derive the trig ratios for special right triangles. Given a right triangle, SWBAT find missing sides of the triangle by writing and solving trigonometric equations. Given a right triangle word problem, SWBAT draw an accurate diagram to model the problem and find missing side(s) of the triangle by writing and solving trigonometric equations. Given a right triangle, SWBAT find missing angles of the triangle by writing and solving trigonometric equations. Given a right triangle word problem, SWBAT draw an accurate diagram to model the problem and find missing angle(s) of the triangle by writing and solving trigonometric equations. |

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| | <p>and name three similar triangles; Given a divided right triangle, SWBAT choose proportions that correctly identify corresponding sides using the Mean Proportionality Theorems.</p> <ul style="list-style-type: none"> Given a divided right triangle, SWBAT find missing side lengths by (1) sketching the similar triangles, and (2) applying properties of similar triangles and the Mean Proportionality Theorems to write and solve proportions. | <ul style="list-style-type: none"> Given the dimensions of a triangle, rectangle, or regular polygon, SWBAT calculate dimensions of the figure by applying formulas and trig ratios. |
| Essential Questions | <p>What are similar figures? How are similar figures like congruent figures? How are similar figures different from congruent figures?</p> <p>How do you find the coordinates or the scale factor of a given dilation centered at the origin on the coordinate plane?</p> <p>How do you prove that two triangles are similar?</p> <p>How do you prove statements about the angles and sides of two triangles?</p> <p>How do you find missing sides lengths given two similar figures?</p> <p>What happens when you divide a triangle with a line parallel to one side of a triangle?</p> <p>What happens when you divide a right triangle?</p> <p>What is the Mean Proportionality Theorem and when/how do we use it?</p> | <p>Can we form a triangle with any three line segments?</p> <p>How do you simplify radicals?</p> <p>What special relationships do 45-45-90 triangles have? What special relationships to 30-60-90 triangles have?</p> <p>How do you find missing side lengths of special right triangles?</p> <p>How do you calculate the sine, cosine, and tangent of right triangles?</p> <p>What are the trig ratios of special right triangles?</p> <p>How do you use trigonometric equations to find missing side lengths of right triangles?</p> <p>How do we apply our right triangle tools to solving word problems?</p> <p>How do you use trigonometric equations to find missing angle measures of right triangles?</p> <p>How do we apply our right triangle tools to solving word problems? (Revisited)</p> <p>How can trigonometry help us calculate dimensions of a triangle, rectangle, or regular polygon?</p> |
| Enduring Understandings | <p>Geometric and algebraic procedures are interconnected and build on one another.</p> <p>Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies.</p> <p>Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane.</p> <p>Proof is a justification that is logically valid based on definitions, postulates, and theorems.</p> <p>Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills.</p> <p>Effective mathematical arguments involve both</p> | <p>Geometric and algebraic procedures are interconnected and build on one another.</p> <p>Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies.</p> <p>Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane.</p> <p>Proof is a justification that is logically valid based on definitions, postulates, and theorems.</p> <p>Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills.</p> <p>Effective mathematical arguments involve both</p> |

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| | <p>concise language and clear reasoning, in the form of closely related steps justified by relevant evidence.</p> <p>All constructions are based on geometric properties of congruence.</p> <p>Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.</p> | <p>concise language and clear reasoning, in the form of closely related steps justified by relevant evidence.</p> <p>All constructions are based on geometric properties of congruence.</p> <p>Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.</p> |
| Key Terms | <ul style="list-style-type: none"> ● similar triangles (similar figures) ● ratio ● proportion ● pre-image ● image ● midsegment ● scale factor ● dilation <ul style="list-style-type: none"> ○ center of dilation ○ scale factor of dilation ○ enlargement ○ reduction ● altitude of a triangle ● geometric mean | <ul style="list-style-type: none"> ● hypotenuse ● leg(s) ● Pythagorean triple ● isosceles triangles ● special right triangle ● trigonometric ratio <ul style="list-style-type: none"> ○ sine ○ cosine ○ tangent ● angle of elevation ● angle of depression ● “solve” a right triangle ● auxiliary line/segment |
| Assessments | <p>Formative Assessments: Do Nows, Exit Tickets, Observations</p> <p>Summative Assessment: End-of-Unit Test 3/3/21</p> | <p>Formative Assessments: Do Nows, Exit Tickets, Observations</p> <p>Summative Assessment: End-of-Unit Test 3/24/21</p> |
| Essential Classroom Content | Achievement First Curriculum | Achievement First Curriculum |
| Technology Applications | Coming Soon | Coming Soon |
| Essential Standards | <p><u>CCSS.MATH.CONTENT.HSG.CO.C.10</u> Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p><u>CCSS.MATH.CONTENT.HSG.SRT.A.1</u> Verify experimentally the properties of dilations given by a center and a scale factor: <u>CCSS.MATH.CONTENT.HSG.SRT.A.1.A</u> A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. <u>CCSS.MATH.CONTENT.HSG.SRT.A.1.B</u></p> | <p><u>CCSS.MATH.CONTENT.HSG.GMD.B.6 (CA)</u> Verify experimentally that in a triangle, angles opposite longer sides are larger, sides opposite larger angles are longer, and the sum of any two side lengths is greater than the remaining side length; apply these relationships to solve real-world and mathematical problems. <u>CCSS.MATH.CONTENT.HSG.SRT.C.6</u> Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. <u>CCSS.MATH.CONTENT.HSG.SRT.C.7</u> Explain and use the relationship between the sine and cosine of complementary angles. <u>CCSS.MATH.CONTENT.HSG.SRT.C.8</u></p> |

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| | <p>The dilation of a line segment is longer or shorter in the ratio given by the scale factor. <u>CCSS.MATH.CONTENT.HSG.SRT.A.2</u> Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. <u>CCSS.MATH.CONTENT.HSG.SRT.A.3</u> Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar. <u>CCSS.MATH.CONTENT.HSG.SRT.B.4</u> Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity. <u>CCSS.MATH.CONTENT.HSG.SRT.B.5</u> Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p> | <p>Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* <u>CCSS.MATH.CONTENT.HSG.SRT.C.8.1 (CA)</u> Derive and use the trigonometric ratios for special right triangles (30°, 60°, 90° and 45°, 45°, 90°). <u>CCSS.MATH.CONTENT.HSG.SRT.D.9</u> (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. <u>CCSS.MATH.CONTENT.HSG.MG.A.1</u> Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* <u>CCSS.MATH.CONTENT.HSG.MG.A.2</u> Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).* <u>CCSS.MATH.CONTENT.HSG.MG.A.3</u> Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*</p> |
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| | Semester 2: Unit 8 | Semester 2: Unit 9 |
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| Unit Topic Overview | Circles | Geometric Measurements |
| Learning Objectives | <ul style="list-style-type: none"> Given a quadratic equation, SWBAT solve by using completing the square and identify when to use this technique to solve. Given the equation of a quadratic function of the form $y = ax^2 + bx + c$, SWBAT graph the equation by converting the equation into vertex form by completing the square. Given the equation of a parabola (including $x = y^2$), SWBAT graph the equation by converting the equation into vertex form by completing the square. Given the equation of a circle, SWBAT identify the key characteristics; Given the characteristics or a graph of a circle, SWBAT write an equation of the circle in standard form. Given a non-standard form equation of a circle or parabola, SWBAT classify the type of | <ul style="list-style-type: none"> Given the measurements of a prism or cylinder, SWBAT calculate its volume by applying formulas. Given the volume of a prism, cylinder, or wedge of a cylinder, SWBAT find missing measurements by writing and solving equations. SWBAT solve real-world problems involving the volume of prisms & cylinders by applying correct formulas. Given the measurements of a prism or cylinder, SWBAT calculate its lateral or surface area by applying formulas. Given the surface area of a prism or cylinder, SWBAT find missing measurements by writing & solving equations. SWBAT solve real-world problems involving the surface area of prisms & cylinders by |

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| | <p>conic section, convert to standard form by completing the square, and identify its key characteristics.</p> <ul style="list-style-type: none"> Given arcs and central angles of circles, SWBAT find their measures by applying properties of central angles and the arc addition postulate. Given a sector of a circle or a problem situation that can be modeled as a sector of a circle, SWBAT find the area/circumference of the sector by applying formulas. Given angles inscribed on a circle, SWBAT find the measures of the angles by applying the inscribed angles theorems. Given a triangle inscribed in a circle, SWBAT find angles of the triangle or measures of the circle by applying theorems about triangles and circles. Given a quadrilateral inscribed in a circle, SWBAT find angles of the triangle by applying theorems about triangles and circles. Given intersecting chords, tangents, and secants on circles, SWBAT find missing angle measures by applying theorems and writing equations. Given a line or lines tangent to a circle, SWBAT use properties of tangents to perform indirect measurements. Given intersecting chords, tangents, and secants on circles, SWBAT find missing segment lengths by applying theorems and writing equations. | <p>applying correct formulas.</p> <ul style="list-style-type: none"> Given a prism or cylinder, SWBAT explain why the actual surface area and volume of the solid may not exactly match the quantity calculated using formulas. Given the measurements of a pyramid or cone, SWBAT calculate its volume by applying formulas; Given the volume of a pyramid or cone, SWBAT find missing measurements by writing and solving equations. Given the measurements of a pyramid or cone, SWBAT calculate its surface area or lateral area by applying formulas; Given the surface or lateral area of a pyramid or cone, SWBAT find missing measurements by writing and solving equations. Given the measurements of a sphere, SWBAT calculate its volume by applying formulas; Given the volume of a sphere, SWBAT find missing measurements by writing and solving equations. Given open-ended real-world problems, SWBAT calculate the volume of composite solids and solve related problems by applying formulas. SWBAT interpret formulas and make generalizations about the volumes of pyramids, prisms, cones, and cylinders with related base measurements and heights. SWBAT determine which of several options is the "best deal" by applying surface area and volume formulas and calculating unit rates. Given open-ended real-world problems, SWBAT calculate masses and volumes involving density calculation by applying formulas. Given a shape, SWBAT describe the solid formed by rotating the given shape about the designated axis; Given a solid, SWBAT describe a cross-section taken parallel to the base. SWBAT describe the effects of scale factor on length, area, and volume. |
| <p>Essential Questions</p> | <p>What is the completing the square technique and when do we use it? How do we convert a quadratic function into vertex form for graphing? What is the relationship between the equation and the key characteristics of a circle? Given an equation in non-standard form, how do</p> | <p>How do we calculate the volume of a prism or cylinder? How can we use the volume of a prism, cylinder, or wedge of a cylinder to find missing measurements? How can we solve real-world problems involving the volume of prisms and cylinders?</p> |

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| | <p>you identify the type of conic section, convert it to standard form, and identify its key characteristics? What relationships/properties do arcs and central angles have? How do you find the area and circumference of a sector of a circle? How do we find the measure of inscribed angles? How can we use theorems to find angles of the triangle or measures of the circle given a triangle inscribed in a circle? How can we use theorems to find angles of the triangle given a quadrilateral inscribed in a circle? How can we use theorems and algebraic thinking to find missing angle measures given intersecting chords, tangents, and secants? How can we use properties of tangents to perform indirect measurements? How can we use theorems and algebraic thinking to find missing segment lengths given intersecting chords, tangents, and secants?</p> | <p>How do we calculate the lateral or surface area of a prism or cylinder? How can we use the surface area of a prism or cylinder to find missing measurements? How can we solve real-world problems involving the surface area of prisms and cylinders? Why don't actual surface area and volume always match the answers calculated using the formulas? How do we calculate the volume of a pyramid or cone? How can we use the volume of a pyramid or cone to find missing measurements? How do we calculate the lateral or surface area of a pyramid or cone? How can we use the surface area of a pyramid or cone to find missing measurements? How can we calculate the volume of a sphere? How can we use the volume of a sphere to find missing measurements? How can we solve real-world problems by finding the volume of composite solids? Why are the formulas for volumes of pyramids, prisms, cones, and cylinders what they are? How can we use surface area and volume to be smart shoppers? How can we calculate masses and volume involving density? How do we form solids by rotation? What is a cross-section? How does scale factor affect length, area, and volume?</p> |
| <p>Enduring Understandings</p> | <p>Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence.</p> | <p>Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence.</p> |

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| | All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations. | All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations. |
| Key Terms | <ul style="list-style-type: none"> ● circle ● concentric circles ● radius ● diameter ● chord ● circumference <ul style="list-style-type: none"> ○ arc ○ minor arc ○ major arc ○ congruent arcs ○ adjacent arcs ○ arc length ○ semicircle ○ subtended arc ● central angle ● sector ● inscribed angle <ul style="list-style-type: none"> ○ inscribed polygon ○ circumscribed circle of a polygon ● tangent <ul style="list-style-type: none"> ○ point of tangency ○ common tangent ● secant | <ul style="list-style-type: none"> ● perimeter <ul style="list-style-type: none"> ○ circumference ● area ● solid ● face ● edge ● vertex ● base ● altitude ● slant height ● net ● cross-section ● volume ● surface area ● prism <ul style="list-style-type: none"> ○ right prism ○ oblique prism ● cube ● cylinder ● pyramid ● cone ● sphere ● density |
| Assessments | Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 4/28/21 | Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 6/2/21 |
| Essential Classroom Content | Achievement First Curriculum | Achievement First Curriculum |
| Technology Applications | Coming Soon | Coming Soon |
| Essential Standards | <p><u>CCSS.MATH.CONTENT.HSG.GPE.A.1</u> Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p> <p><u>CCSS.MATH.CONTENT.HSG.C.A.1</u> Prove that all circles are similar.</p> <p><u>CCSS.MATH.CONTENT.HSG.C.A.2</u> Identify and describe relationships among inscribed angles, radii, and chords. Include the</p> | <p><u>CCSS.MATH.CONTENT.HSG.GMD.A.1</u> Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.</p> <p><u>CCSS.MATH.CONTENT.HSG.GMD.A.2</u> (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.</p> |

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| | <p>relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</p> <p><u>CCSS.MATH.CONTENT.HSG.C.A.3</u> Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p> <p><u>CCSS.MATH.CONTENT.HSG.C.A.4</u> (+) Construct a tangent line from a point outside a given circle to the circle.</p> <p><u>CCSS.MATH.CONTENT.HSG.C.B.5</u> Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</p> | <p><u>CCSS.MATH.CONTENT.HSG.GMD.A.3</u> Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*</p> <p><u>CCSS.MATH.CONTENT.HSG.GMD.B.4</u> Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p> <p><u>CCSS.MATH.CONTENT.HSG.GMD.B.5 (CA)</u> Know that the effect of a scale factor k greater than zero on length, area, and volume is to multiply each by k, k^2, and k^3, respectively; determine length, area and volume measures using scale factors.</p> <p><u>CCSS.MATH.CONTENT.HSG.C.B.5</u> Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</p> <p><u>CCSS.MATH.CONTENT.HSG.MG.A.1</u> Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*</p> <p><u>CCSS.MATH.CONTENT.HSG.MG.A.2</u> Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*</p> <p><u>CCSS.MATH.CONTENT.HSG.MG.A.3</u> Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*</p> |
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Notes:

The following standards are not covered in Geometry because they are covered in Trigonometry:

CCSS.MATH.CONTENT.HSG.SRT.D.10

CCSS.MATH.CONTENT.HSG.SRT.D.11

CCSS.MATH.CONTENT.HSG.GPE.A.2

If time allows, include Introduction to Probability & Statistics Unit. Cover the following standards:

CCSS.MATH.CONTENT.HSS.CP.A.1

CCSS.MATH.CONTENT.HSS.CP.A.2

CCSS.MATH.CONTENT.HSS.CP.A.3

CCSS.MATH.CONTENT.HSS.CP.A.4

CCSS.MATH.CONTENT.HSS.CP.A.5

CCSS.MATH.CONTENT.HSS.CP.B.6

CCSS.MATH.CONTENT.HSS.CP.B.7

CCSS.MATH.CONTENT.HSS.CP.B.8

CCSS.MATH.CONTENT.HSS.CP.B.9

CCSS.MATH.CONTENT.HSS.MD.B.6

Algebra 2 Scope & Sequence

August 2020



Rex & Margaret Fortune
EARLY COLLEGE
HIGH SCHOOL
A FORTUNE SCHOOL

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| Unit 0: Fortune Culture (1 Week) | Unit 4: Recursive Functions (4 Weeks) |
| Unit 1: Foundations (6 Weeks) | Unit 5: Inverse Functions - Logarithms (4 weeks) |
| Unit 2: Polynomial Functions (4 Weeks) | Unit 6: Trigonometric Functions (4 weeks) |
| Unit 3: Rational Functions (4 Weeks) | Unit 7: Modeling with Functions (3 weeks) |
| Semester 1 Review & Final Exam (2 Weeks) | Unit 8: Review & Preview (4 weeks) |
| | Semester 2 Review & Final Exam (2 weeks) |

| | Semester 1: Unit 0 | Semester 1: Unit 1 |
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| Unit Topic Overview | Fortune Culture: <i>First 10 Days</i> | Foundations |
| Key Ideas | | <ul style="list-style-type: none"> ● Rounding ● Fractions ● Perfect Squares & Cubes ● Radicals <ul style="list-style-type: none"> ○ Simplify Radicals ● Exponents ● Properties of Real Numbers <ul style="list-style-type: none"> ○ Order of Operations ● Solving Linear Equations ● Solving Quadratic Equations <ul style="list-style-type: none"> ○ The Quadratic Formula ● Relations and Functions ● Graphs of Functions ● Graphs of Horizontal and Vertical Lines ● Diamond Problems ● Factoring <ul style="list-style-type: none"> ○ Greatest Common Factor ○ Factor By Grouping ○ Factor Trinomials ○ Factor Special Products ○ General Strategy for Factoring Polynomials |
| Essential Questions | | How do you correctly round? How do you add, subtract, multiply and divide fractions? What are the first 13 perfect squares and first 10 |

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| | | <p>perfect cubes? How do you simplify radicals? What are the exponent rules? How do we apply the commutative, associative, and distributive properties? How do we use the properties of identity, inverse, and zero? How do you solve linear equations? How do you solve quadratic equations? When and how do you use the quadratic formula? What is a relation? When is a relation a function? What are the key properties of graphs of functions? What are the essential elements of a complete graph? What do the graphs and equations of horizontal and vertical lines look like? How do you solve diamond problems? What does it mean to factor and how do you do it? How can you check your work when factoring?</p> |
| Relevance | | <p>These topics are <u>essential</u> for students to master before continuing to polynomial, rational, recursive, inverse, and trigonometric functions. We will put in the hard work early so that when the time comes, these skills don't act as a barrier to understanding the new content in a deep and meaningful way.</p> |
| Enduring Understandings | | <p>Scholars will be able to flexibly work with real numbers, linear and quadratic equations, functions, graphs of functions, and factoring.</p> |
| Key Terms | | <ul style="list-style-type: none"> ● real number ● linear equation ● quadratic equation ● relation ● function ● factor ● factoring |
| Assessments | | <p>Formative Assessments: Do Nows, Exit Tickets, Summative Assessments: Real Numbers Quiz, Solving Linear & Quadratic Equations Quiz, Functions & Graphing Quiz, Factoring Quiz</p> |
| Essential Classroom Content | | <p>OpenStax Intermediate Algebra 2e Chapter 1 Foundations OpenStax Intermediate Algebra 2e Chapter 2 Solving Linear Equations OpenStax Intermediate Algebra 2e Chapter 3 Graphs and Functions OpenStax Intermediate Algebra 2e Chapter 6 Factoring</p> |

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| Technology Applications | | None |
| Essential Standards | | <p><u>CCSS.MATH.CONTENT.HSN.RN.A.1</u> Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.</i></p> <p><u>CCSS.MATH.CONTENT.HSN.RN.A.2</u> Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p><u>CCSS.MATH.CONTENT.HSA.REI.A.1</u> Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p><u>CCSS.MATH.CONTENT.HSA.REI.B.3</u> Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p><u>CCSS.MATH.CONTENT.HSA.REI.B.4</u> Solve quadratic equations in one variable.</p> <p><u>CCSS.MATH.CONTENT.HSA.REI.B.4.B</u> Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.A.1</u> Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.C.7</u> Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p><u>CCSS.MATH.CONTENT.HSA.SSE.B.3</u> Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> |

| | Semester 1: Unit 2 | Semester 1: Unit 3 |
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| Unit Topic Overview | Polynomial Functions | Rational Functions |
| Key Ideas | <ul style="list-style-type: none"> • Add, subtract, multiply, divide, and factor polynomials. • Analyze and graph polynomial functions. • Evaluate polynomial functions and solve polynomial equations. • Find factors and zeros of polynomial functions. • Model with polynomials. | <ul style="list-style-type: none"> • Simplify rational expressions. • Graph rational functions. • Solve direct, joint, and inverse variation problems. • Solve rational equations and inequalities. |
| Essential Questions | <p>What is a polynomial? How do you add, subtract, multiply, and simplify a polynomial? How do you divide polynomials? What do graphs of polynomials look like? How is the graph of a polynomial related to the algebraic representation of the polynomial? How do you graph polynomial functions? What are key features of graphs of polynomial functions? What is a complex number? How do you add, subtract, and multiply complex numbers? [No textbook section for this lesson.] What are the polynomial identities? How do we prove they are true? When are these polynomial identities useful? How do polynomial identities apply to complex numbers? How do you solve polynomial equations by factoring? Do all polynomials have all real solutions? [Only solve quadratic equations that have complex solutions.] What is the Remainder Theorem and why is it useful? What does the Fundamental Theorem of Algebra state? How can you identify the zeros of a polynomial and why are they useful? How do you find all the rational zeros of a polynomial function? Bonus: What is the Binomial Theorem?</p> | <p>How do you multiply, divide, and simplify rational expressions? How do you add and subtract rational expressions? What are reciprocal functions? (What are the key features of graphs of reciprocal functions) How are those features related to the algebraic representation of that function?) What happens when you change the parent reciprocal function? How do you graph rational functions? How can you use rational functions to solve problems? (A-CED.1 & A-CED.2) How do you solve rational equations and inequalities?</p> |
| Relevance | Polynomial functions are used in a variety of real-world contexts. Polynomial functions can be used to model the trajectory of projectiles in physics, the behavior of bacteria in medicine, the shapes of bridges and roller coasters in engineering, markets in economics, and traffic patterns in transportation. | Rational functions are used in a variety of real-world contexts. A rational function describes the relationship between distance, time, and speed. In medicine, a rational function describes how medicine concentration varies over time in the human body. In economics, a rational function describes the average cost of producing an item, as |

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| | | <p>well as the rate of production of an item based on the number of workers and the rate at which each worker works. In electrical engineering, a rational function describes the relationship between voltage and current of a light. In chemistry, a rational function describes the relationship between the pressure and volume of a gas.</p> <p><u>Lumen: Rational Functions in Medicine</u></p> |
| Enduring Understandings | <p>Polynomial functions can be used to model and solve real-world problems. Apply skills learned in this unit to accurately sketch a graph of a polynomial function (including labeling zeros, local maximum and minimum, and identifying end behavior).</p> | <p>Rational functions can be used to model and solve real-world problems. Apply skills learned in this unit to accurately solve problems that include writing a function and making an accurate graph. Explain how the vertical asymptotes on a graph, the algebraic representation, and the domain of rational functions are related.</p> |
| Key Terms | <ul style="list-style-type: none"> ● simplify ● degree of a polynomial ● synthetic division ● polynomial in one variable ● leading coefficient ● polynomial function ● power function ● end behavior ● relative maximum ● relative minimum ● extrema ● turning points ● prime polynomials ● quadratic form ● synthetic substitution ● depressed polynomial | <ul style="list-style-type: none"> ● rational expression ● complex fraction ● reciprocal functions ● hyperbola ● rational function ● vertical asymptote ● oblique asymptote ● point discontinuity ● rational equation ● weighted average ● rational inequality |
| Assessments | <p>Friday Quizzes Polynomial Mini-Project Unit Test Post-Unit Problems</p> | <p>Friday Quizzes Unit Test Post-Unit Problems</p> |
| Pre- and Post-Unit Problems | <p><u>Polynomial Functions Pre- & Post-Unit Problems</u></p> | <p><u>Rational Functions Pre- & Post-Unit Problems</u></p> |
| Essential Classroom Content | <p><i>Integrated Math 3</i> Chapters 4 & 5</p> | <p><i>Integrated Math 3</i> Chapter 7 (McGraw Hill Education, 2012) ESM Task (for A-CED.1 & A-CED.2)</p> |
| Technology Applications | <p><u>Khan Academy: Polynomial Arithmetic</u> <u>Khan Academy: Polynomial Identities</u> <u>Khan Academy: Polynomial Factorization</u> <u>Khan Academy: Polynomial Division</u> <u>Khan Academy: Polynomial Graphs</u></p> | <p><u>Khan Academy: Rational Functions</u></p> |

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| Essential Standards | <p><u>CCSS.MATH.CONTENT.HSA.APR.A.1</u> (A-APR.1) Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p><u>CCSS.MATH.CONTENT.HSA.APR.D.6</u> (A-APR.6) Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.C.7.C</u> (F-IF.7c) Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p><u>CCSS.MATH.CONTENT.HSA.APR.C.4</u> (A-APR.4) Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i></p> <p><u>CCSS.MATH.CONTENT.HSN.CN.C.8</u> (N-CN.8) (+) Extend polynomial identities to the complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i></p> <p><u>CCSS.MATH.CONTENT.HSN.CN.C.7</u> (N-CN.7) Solve quadratic equations with real coefficients that have complex solutions.</p> <p><u>CCSS.MATH.CONTENT.HSA.APR.B.2</u> (A-APR.2) Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p><u>CCSS.MATH.CONTENT.HSN.CN.C.9</u> (N-CN.9) (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p> <p><u>CCSS.MATH.CONTENT.HSA.APR.B.3</u> (A-APR.3) Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> | <p><u>CCSS.MATH.CONTENT.HSA.APR.D.7</u> (A-APR.7) (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p><u>CCSS.MATH.CONTENT.HSF.BF.B.3</u> (F-BF.3) <u>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.</u> Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.C.7.D</u> (F-IF.7d) (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p><u>CCSS.MATH.CONTENT.HSA.CED.A.1</u> (A-CED.1) Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p><u>CCSS.MATH.CONTENT.HSA.CED.A.2</u> (A-CED.2) Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p><u>CCSS.MATH.CONTENT.HSA.REI.A.2</u> (A-REI.2) <u>Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</u></p> |
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| | Semester 2: Unit 4 | Semester 2: Unit 5 |
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| Unit Topic Overview | Recursive Functions | Inverse Functions - Logarithms |
| Key Ideas | <ul style="list-style-type: none"> Use arithmetic and geometric sequences | <ul style="list-style-type: none"> Find compositions and inverses of |

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| | <p>and series.</p> <ul style="list-style-type: none"> • Use special sequences and iterate functions. • Expand powers by using the Binomial Theorem. • Optional: Prove statement by using mathematical induction. (MP3.1 CA) | <p>functions.</p> <ul style="list-style-type: none"> • Graph and analyze square root functions and inequalities. • Simplify and solve equations involving roots, radicals, and rational exponents. • Graph exponential and logarithmic functions. • Solve exponential and logarithmic equations and inequalities. • Solve problems involving exponential growth and decay. |
| Essential Questions | <p>What are arithmetic and geometric sequences and how are they related to functions? How can you represent an arithmetic sequence using an equation? When is an equation useful? What happens when you add up the terms of an arithmetic sequence? How do you represent that mathematically? How can you represent a geometric sequence using an equation? When is an equation useful? What happens when you add up the terms of a geometric sequence? How do you represent that mathematically? What is Pascal's triangle? What does the Binomial Theorem state and why is it useful? Optional: How do you prove a statement using mathematical induction?</p> | <p>How do you add, subtract, multiply and divide functions? What happens if you put the output of one function as the input of another function? What is an inverse relation and how do you obtain it? How do you know if two functions or relations are inverses? How do you graph a square root function? What happens when you change the parent square root function? How do you simplify radicals? How can you tell how many real nth roots there are? How do you simplify radical expressions? How do you add, subtract, multiply, and divide radical expressions? How can you write radicals using exponents? How do you solve equations and inequalities containing radicals? What is a logarithm? How do you evaluate logarithms? How do you graph logarithmic functions? [Include using the definition of logarithms to translate between logarithms in any base.] How do you solve logarithmic equations and inequalities? What are the logarithmic properties and when/how do you use them? Why are logarithmic properties true? How do you solve exponential equations and inequalities? What is the change of base formula and why is it useful? e is a number?!? What is the natural logarithm and why is it useful? How do you solve problems involving exponential growth, exponential decay, and logistic growth?</p> |
| Relevance | Chemists, doctors, archaeologists, and nuclear scientists all use half-life, which is a geometric | In Calculus, you must be savvy at simplifying radical expressions and performing operations on them. |

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| | sequence, in their fields. A famous sequence called the Fibonacci sequence manifests itself in nature. | Exponential and logarithmic functions are used to model computer viruses, populations, bacteria growth, cell division, astronomy, tornadoes and earthquakes. |
| Enduring Understandings | Arithmetic sequences are constructed by adding a constant value to the previous term and geometric sequences are constructed by multiplying a constant value to the previous term. Graphically, arithmetic sequences are discontinuous (discrete) lines and geometric sequences are discontinuous | Radicals that appear to be very complex can be manipulated and simplified. Logarithms are the inverse of exponential functions, and are necessary in order to solve problems involving an exponential function, which often arise in our world. |
| Key Terms | <ul style="list-style-type: none"> ● sequence ● finite sequence ● infinite sequence ● arithmetic sequence ● common difference ● geometric sequence ● common ratio ● arithmetic means ● series ● arithmetic series ● partial sum ● geometric means ● geometric series ● mathematical induction (optional) ● induction hypothesis (optional) | <ul style="list-style-type: none"> ● composition of functions ● inverse relation ● inverse function ● square root function ● radical function ● square root inequality ● nth root ● radical sign ● index ● radicand ● principal root ● rationalizing the denominator ● conjugates ● radical equation ● extraneous solution ● radical inequality ● logarithm ● logarithmic functions ● logarithmic equation ● logarithmic inequality ● common logarithm ● Change of Base Formula ● natural base, e ● natural base exponential function ● natural logarithm |
| Assessments | Friday Quizzes Unit Test | Friday Quizzes Unit Test |
| Pre- and Post-Unit Problems | | <u>Inverse Functions Pre- & Post-Unit Problems</u> |
| Essential Classroom Content | <i>Integrated Math 3</i> Chapter 9 (McGraw Hill Education, 2012) ESM Curriculum (Rabbits Task, Handshake Task) | <i>Integrated Math 3</i> Chapters 5 & 6 (McGraw Hill Education, 2012) ESM Curriculum |
| Technology Applications | <i>G is for Googol: A Math Alphabet Book</i> (D. Schwartz) | <u>Khan Academy: Logarithms</u> |
| Essential Standards | <u>CCSS.MATH.CONTENT.HSF.IF.B.4</u> (F-IF.4) For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch | <u>CCSS.MATH.CONTENT.HSF.BF.A.1.B</u> (F-BF.1b) Combine standard function types using arithmetic operations. <u>CCSS.MATH.CONTENT.HSF.BF.B.4</u> (F-BF.4) |

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| | <p>graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> ★</p> <p><u>CCSS.MATH.CONTENT.HSA.CED.A.4</u> (A-CED.4) Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★</p> <p><u>CCSS.MATH.CONTENT.HSA.SSE.B.4</u> Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.</i>★</p> <p><u>CCSS.MATH.CONTENT.HSA.APR.C.5</u> (A-APR.5) (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.A.3</u> (F-IF.3) Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p> | <p>Find inverse functions.</p> <p><u>CCSS.MATH.CONTENT.HSF.BF.B.4.A</u> (F-BF.4a) Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i></p> <p><u>CCSS.MATH.CONTENT.HSF.BF.B.4.B</u> (F-BF.4b) (+) Verify by composition that one function is the inverse of another.</p> <p><u>CCSS.MATH.CONTENT.HSF.BF.B.4.C</u> (F-BF.4c) (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.C.7.B</u> (F-IF.7b) Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p><u>CCSS.MATH.CONTENT.HSF.BF.B.3</u> (F-BF.3) <u>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.</u> Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p><u>CCSS.MATH.CONTENT.HSA.SSE.A.2</u> (A-SSE.2) Use the structure of an expression to identify ways to rewrite it.</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.C.7.E</u> (F-IF.7e) <u>Graph exponential and logarithmic functions, showing intercepts and end behavior,</u> and trigonometric functions, showing period, midline, and amplitude.</p> <p><u>CCSS.MATH.CONTENT.HSF.LE.A.4</u> (F-LE.4) For exponential models, express as a logarithm the solution to $ab^ct = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p> <p><u>F-LE.4.2 (CA)</u> Use the definition of logarithms to translate between logarithms in any base.</p> <p><u>F-LE.4.1 (CA)</u> Prove simple laws of logarithms.</p> <p><u>F-LE.4.3 (CA)</u> Understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.</p> |
| | <p>Semester 2: Unit 6</p> | <p>Semester 2: Unit 7</p> |

| Unit Topic Overview | Trigonometric Functions | Modeling with Functions |
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| Key Ideas | <ul style="list-style-type: none"> ● Find values of trigonometric functions. ● Solve problems by using right triangle trigonometry. ● Solve triangles by using the Law of Sines and Law of Cosines. ● Graph trigonometric functions. ● Use and verify trigonometric identities. ● Use the sum and difference of angle identities. ● Use the double- and half-angle identities. ● Solve trigonometric equations. | Use polynomial, rational, trigonometric, recursive, and logarithmic functions to model a contextual situation by solving a problem and representing the problem and solution in multiple ways. |
| Essential Questions | <p>What is trigonometry? What are the six trigonometric functions and what are they used for?</p> <p>What is a radian?</p> <p>How are angles measured on the coordinate plane?</p> <p>How can you find values of trigonometric functions for general angles and by using reference angles?</p> <p>What is the sign of each trigonometric function in each quadrant of the coordinate plane? (How are the signs of tan, csc, sec, and cot related to the signs of sin and cos?)</p> <p>How can you use trigonometry to find the area of a triangle?</p> <p>What is the Law of Sines and when is it useful?</p> <p>What is the Law of Cosines and when is it useful?</p> <p>What is the unit circle and why is it important?</p> <p>Why are sine and cosine periodic functions and how is this feature useful in evaluating trigonometric functions?</p> <p>How do you graph the six trigonometric functions?</p> <p>How are those graphs related to the unit circle? (F-TF.4)</p> <p>What happens when you change the parent trigonometric functions?</p> <p>What are the inverse trigonometric functions?</p> <p>How can you use trigonometric functions (including their inverses) to solve problems?</p> <p>What are the trigonometric identities and why/how are they used?</p> <p>Why is the Pythagorean identity true?</p> <p>Why are trigonometric identities true?</p> <p>What are the sum and difference of angle identities? How are they used? Why are they true*? (*???)</p> <p>What are the double-angle and half-angle identities? How are they used?</p> | <p>What does the algebraic representation mean in the context of the problem?</p> <p>How can you solve the problem algebraically?</p> <p>How can you represent this problem graphically?</p> <p>What features are important to include in a graph that models a contextual problem?</p> <p>How can you solve this problem graphically?</p> <p>What does the solution mean in the context of the problem?</p> <p>How do you graph cube root, and piecewise-defined functions? [Include step functions.]</p> <p>What is absolute value and how is the absolute value function graphed? How can we use absolute value to solve problems?</p> |

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| | How do you solve trigonometric equations? | |
| Relevance | <p>Trigonometry plays an important role in engineering and architectural fields. Sound engineers and digital music composers who create music using a computer rely on the basic laws of trigonometry, because since a computer can not listen to music the way people can, it represents the music mathematically. Digital imaging uses trigonometry (triangles, in particular) to create a detailed and accurate image. This kind of imaging is used in medicine for CAT and MRI scans, which help doctors to make diagnoses and treatment plans. Trigonometry can be used to measure the height of mountains, which is an important aspect to consider when designing an airplane or navigating through the air.</p> <p><u>Math Worksheets Center: 10 Everyday Reasons why Trigonometry is Important in Your Life</u></p> | <p>When career professionals solve math problems, the problems they are given do not look like those on a typical math test. The problems aren't numbered, and there certainly aren't parts separated out by letter. Instead, they are given a contextual situation and it is their job to get to the finish line. In this unit, students will get a similar experience, with a few guidelines. Scholars will be challenged to approach mathematical problem-solving as a story that needs telling. Like all good stories, it will start with a problem and end with a resolution. Problem-solving is usually not a linear process, and students will document their "dead-ends" as well to give the story some plot-twists. Students will fill their story with many different ways in which to think about the contextual problem (i.e. model it), including using a picture, a table, an algebraic representation, and a graph.</p> |
| Enduring Understandings | <p>Memorization of the unit circle is essential for success in later math courses, especially Calculus. The six basic trigonometric functions are unequivocally tied to the unit circle and right triangles.</p> | <p>Problem solving is a messy but beautiful process. When modeling problems are solved well, there are many different ways to represent the problem/solution, all of which should be tied back to the context of the problem.</p> |
| Key Terms | <ul style="list-style-type: none"> ● trigonometry ● sine ● cosine ● tangent ● cosecant ● secant ● cotangent ● angle of elevation ● angle of depression ● standard position ● radian ● Law of Sines ● ambiguous case ● Law of Cosines ● unit circle ● circular function ● periodic function ● period ● amplitude ● frequency ● trigonometric identity ● quotient identity ● reciprocal identity ● Pythagorean identity ● cofunction identity ● negative angle identity ● trigonometric equation | <ul style="list-style-type: none"> ● Mathematical modeling |
| Assessments | <p>Friday Quizzes Mid-Unit Quest (A quest is bigger than a quiz, but smaller than a test.) Unit Test</p> | <p>Friday Quizzes Unit Project: Problem Solving Storybook Unit Test</p> |

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| | Post-Unit Problems | |
| Pre- and Post-Unit Problems | <u>Trig Functions Pre- & Post-Unit Problems</u> | N/A |
| Essential Classroom Content | <i>Integrated Math 3</i> Chapters 11 & 12 (McGraw Hill Education, 2012) MATH 423 Final Product Unit 3 "What is a radian?" | ESM Curriculum |
| Technology Applications | <u>Trig Identity Matching Activity</u> <u>Trig Identity Online Matching Game</u> | Interviews of career professionals solving math problems |
| Essential Standards | <p><u>CCSS.MATH.CONTENT.HSF.TF.A.1</u> (F-TF.1) Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</p> <p><u>CCSS.MATH.CONTENT.HSF.TF.A.2</u> (F-TF.2) Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.C.7.E</u> (F-IF.7e) <u>Graph</u> exponential and logarithmic functions, showing intercepts and end behavior, and <u>trigonometric functions, showing period, midline, and amplitude.</u></p> <p><u>F-TF.2.1</u> (CA) Graph all 6 basic trigonometric functions.</p> <p><u>CCSS.MATH.CONTENT.HSF.TF.A.4</u> (F-TF.4) (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p> <p><u>CCSS.MATH.CONTENT.HSF.BF.B.3</u> (F-BF.3) <u>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.</u> Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p><u>CCSS.MATH.CONTENT.HSF.TF.B.5</u> (F-TF.5) Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★</p> <p><u>CCSS.MATH.CONTENT.HSF.TF.C.9</u> (F-TF.9)* (*???) (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.</p> | <p><u>CCSS.MATH.CONTENT.HSA.SSE.A.1</u> (A-SSE.1) Interpret expressions that represent a quantity in terms of its context.★</p> <p><u>CCSS.MATH.CONTENT.HSA.SSE.A.1.A</u> (A-SSE.1a) Interpret parts of an expression, such as terms, factors, and coefficients. ★</p> <p><u>CCSS.MATH.CONTENT.HSA.SSE.A.1.B</u> (A-SSE.1b) Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. ★</p> <p><u>CCSS.MATH.CONTENT.HSA.CED.A.1</u> (A-CED.1) Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> ★</p> <p><u>CCSS.MATH.CONTENT.HSA.CED.A.2</u> (A-CED.2) Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★</p> <p><u>CCSS.MATH.CONTENT.HSA.CED.A.3</u> (A-CED.3) Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> ★</p> <p><u>CCSS.MATH.CONTENT.HSA.CED.A.4</u> (A-CED.4) Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★ Note: For standards A-CED.1, A-CED.2, A-CED.3, and A-CED.4 use equations of all available types, including simple root functions.)</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.B.4</u> (F-IF.4)</p> |

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* ★

CCSS.MATH.CONTENT.HSF.IF.B.5 (F-IF.5)

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

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CCSS.MATH.CONTENT.HSF.IF.B.6 (F-IF.6)

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★

CCSS.MATH.CONTENT.HSF.BF.A.1 (F-BF.1)

Write a function that describes a relationship between two quantities. ★

CCSS.MATH.CONTENT.HSF.BF.A.1.B (F-BF.1b)

Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.* ★

CCSS.MATH.CONTENT.HSF.IF.C.7 (F-IF.7)

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

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CCSS.MATH.CONTENT.HSF.IF.C.7.B (F-IF.7b)

Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

A-REI.3.1 (CA)

Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context.

CCSS.MATH.CONTENT.HSA.REI.D.11

Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of

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| | | values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★ |
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| | Semester 2: Unit 8 |
| Unit Topic Overview | Review & Preview |
| Key Ideas | Cover onesy-twosy standards that were not covered in previous units. Provide students with a foundation in statistics to set them up for success in their college Statistics class in 12th grade. |
| Essential Questions | <p>How can you algebraically change the equation of a line, parabola, and circle to an equivalent expression? Why is this process helpful?</p> <p>How can you compare properties of two functions each represented in a different way?</p> <p>What is statistics? [Include models and simulations.]</p> <p>How can statistics help you to be a critical thinker?</p> <p>How can statistics help you to make fair decisions?</p> <p>What is a normal distribution? How do you fit a data set to a normal distribution and to estimate population percentages using a variety of tools? For what type of data sets is this procedure appropriate?</p> <p>What is the purpose of sample surveys, experiments, and observational studies? How are they similar? How are they different? How does randomization relate to each?</p> <p>What can a sample survey tell you about a population? How accurate is it?</p> <p>What can a randomized experiment tell you about two treatments? How do you know if the differences are significant?</p> |
| Relevance | <p>Sometimes you need to look at something a different way in order to learn something from it. The same is true for math. Different forms of equations provide different information, and we should be able to fluidly move between different forms based on what information we are looking for. Remember, work smarter, not harder!</p> <p>Statistics is everywhere--in the news, articles, marketing, medicine, etc. Understanding the basic principles of statistics helps us to be informed citizens, consumers, and critical thinkers.</p> |

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| Enduring Understandings | Students will understand what statistics is, and understand that it is based on random processes. They will be able to identify when statistics can be relied upon and when methods should be questioned. |
| Key Terms | <ul style="list-style-type: none"> ● statistics ● probability ● sample ● randomization / random sampling ● simulation ● model ● sample survey ● experiment ● observational study ● population mean ● population proportion ● margin of error |
| Assessments | Friday Quizzes Unit Test |
| Pre- and Post-Unit Problems | <i>Coming soon</i> |
| Essential Classroom Content | <i>Integrated Math 2</i> Chapter 13, Sections 1, 4, 5?, 6? (McGraw Hill Education, 2012) |
| Technology Applications | Mr. Miller's Statistics Articles Khan Academy: Probability Khan Academy: Study Design Khan Academy: Standard Deviation |
| Essential Standards | <p><u>CCSS.MATH.CONTENT.HSF.IF.C.8</u> (F-IF.8) Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.C.9</u> (F-IF.9) Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> <p><u>G-GPE.3.1</u> (CA) Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, use the method for completing the square to put the equation into standard form; identify whether the graph of the equation is a circle or parabola and graph the equation.</p> <p><u>CCSS.MATH.CONTENT.HSS.IC.A.1</u> (S-IC.1)</p> |

Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★
CCSS.MATH.CONTENT.HSS.MD.B.6 (S-MD.6)
 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). ★

CCSS.MATH.CONTENT.HSS.MD.B.7 (S-MD.7)
 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

CCSS.MATH.CONTENT.HSS.IC.A.2 (S-IC.2)
 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?* ★

CCSS.MATH.CONTENT.HSS.ID.A.4 (S-ID.4)
 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

CCSS.MATH.CONTENT.HSS.IC.B.3 (S-IC.3)
 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

CCSS.MATH.CONTENT.HSS.IC.B.4 (S-IC.4)
 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

CCSS.MATH.CONTENT.HSS.IC.B.5 (S-IC.5)
 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

CCSS.MATH.CONTENT.HSS.IC.B.6 (S-IC.6)
 Evaluate reports based on data. ★

Trigonometry Scope & Sequence

August 2020



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| Unit 0: Fortune Culture (1 Week) | Unit 5: Analytical Trigonometry (9 Weeks) |
| Unit 1A: General Functions (2 Weeks) | Unit 6: Additional Topics in Trigonometry (3 Weeks) |
| Unit 1B: Right Triangle Trigonometry (3 Weeks) | Unit 7: Financial Math (7 Weeks) |
| Unit 2: Trigonometric Functions (3 Weeks) | Unit 8: Math in My Future Project (2 Weeks) |
| Unit 3: Graphs of Trigonometric Functions (6 Weeks) | Semester 2 Portfolio (1 Week) |
| Unit 4: The Conic Sections (2 Weeks) | |
| Semester 1 Portfolio (1 Week) | |

| | Semester 1: Unit 0 | Semester 1: Unit 1A |
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| Unit Topic Overview | Fortune Culture: <i>First 10 Days</i> | General Functions |
| Key Ideas | | <ul style="list-style-type: none"> ● The Definition of a Function ● Graphing Functions <ul style="list-style-type: none"> ○ Including polynomials, exponentials, and logarithms ○ Translations and transformations ● Methods of Combining Functions ● Inverses |
| Essential Questions | | What is a function? How do you graph functions? What is an inverse? |
| Enduring Understandings | | A function is a relation in which each input has exactly one output. |
| Assessments | | Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Quiz 9/8/20 |
| Essential Classroom Content | | Trigonometry Student Text: Chapter 2 |
| Technology | | Blue Point Rule Desmos Activity |

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| Applications | | |
| Essential Standards | | <p><u>CCSS.MATH.CONTENT.HSF.IF.A.1</u> Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p><u>CCSS.MATH.CONTENT.HSF.IF.C.7</u> Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p><u>CCSS.MATH.CONTENT.HSF.BF.B.4</u> Find inverse functions. _____</p> <p>_____ <u>CCSS.MATH.CONTENT.HSF.BF.B.5</u> (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p> <p><u>CCSS.MATH.CONTENT.HSF.BF.A.1.B</u> Combine standard function types using arithmetic operations.</p> <p><u>CCSS.MATH.CONTENT.HSF.BF.A.1.C</u> (+) Compose functions.</p> |

| | Semester 1: Unit 1B | Semester 1: Unit 2 |
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| Unit Topic Overview | Right Triangle Trigonometry | Trigonometric Functions |
| Key Ideas | <ul style="list-style-type: none"> ● Trigonometric Functions of Acute Angles (sine, cosine, tangent) ● Reciprocal Functions (secant, cosecant, cotangent) ● Special Right Triangles ● Using Trigonometric Functions to find sides, angles, areas of triangles (and polygons, more generally) ● The Pythagorean Theorem <ul style="list-style-type: none"> ○ With right triangles and trigonometric functions ○ The Distance Formula ● Constructing Regular Polygons | <ul style="list-style-type: none"> ● Angle Measure and the Unit Circle <ul style="list-style-type: none"> ○ Radians and degrees and units of measure of angles ○ The Unit Circle ○ Trigonometric Functions of Angles ● Coterminal Angles <ul style="list-style-type: none"> ○ Reference Angles ● The Pythagorean Theorem and the Circle (via Trigonometric Functions) ● The Arc Length Formula <ul style="list-style-type: none"> ○ Using Radians to Develop a More Natural Measure (than Degrees) ● Evaluating Trigonometric Functions at a Point (on the Unit Circle) ● Simplifying Trigonometric Expressions <ul style="list-style-type: none"> ○ Converting Expressions to sine and cosine ● Developing the Pythagorean Identities ● Developing the Opposite-Angle Identities ● Reciprocal Trigonometric Functions |

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| Essential Questions | <p>What are the trigonometric functions?</p> <p>How are the trigonometric functions related to right triangles?</p> <p>How are the distance formula, the Pythagorean Theorem, and the equation of a circle related?</p> <p>Will this relationship always be the same?</p> <p>How do you construct an equilateral triangle? A regular hexagon? A regular octagon? A regular pentagon?</p> | <p>What is a radian?</p> <p>What is the unit circle?</p> <p>How do you find reference angles?</p> <p>How do we evaluate trigonometric functions at a given angle using the unit circle?</p> <p>How are the other Pythagorean Identities derived?</p> |
| Enduring Understandings | <p>Trigonometric functions relate acute angles to a ratio of the side lengths of a triangle.</p> <p>Scaffolded exposure to proofs of trig identities.</p> | <p>Students can make sense of the unit circle, radian measure, and angles so that they could derive them when needed, rather than relying on memorization.</p> <p>Comfortability with radians.</p> |
| Assessments | <p>Formative Assessments: Do Nows, Exit Tickets, Observations, Writing Prompt (3.3.6) - Will we always find this same relationship between the Pythagorean Theorem, Distance Formula, and Equation of a Circle? Why or why not?</p> <p>Summative Assessment: End-of-Unit Quest 9/24/20</p> | <p>Formative Assessments: Do Nows, Exit Tickets, Observations</p> <p>Summative Assessment: End-of-Unit Quest 10/13/20</p> |
| Essential Classroom Content | Trigonometry Student Text: Chapter 3 | Trigonometry Student Text: Chapter 4 |
| Technology Applications | Constructing Regular Polygons Lab Using the Desmos Geometry Tool | Interactive Unit Circle Interactive Reference Angles |
| Essential Standards | <p>CCSS.MATH.CONTENT.HSG.SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p> <p>CCSS.MATH.CONTENT.HSG.SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*</p> <p>CCSS.MATH.CONTENT.HSG.SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p> <p>CCSS.MATH.CONTENT.HSG.SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles.</p> <p>CCSS.MATH.CONTENT.HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and</p> | <p>CCSS.MATH.CONTENT.HSF.TF.A.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</p> <p>CCSS.MATH.CONTENT.HSF.TF.A.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p> <p>CCSS.MATH.CONTENT.HSF.TF.A.3 (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for x, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.</p> |

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| | <p>straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i> <u>CCSS.MATH.CONTENT.HSG.CO.D. 13</u> Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> | |
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| | Semester 1: Unit 3 | Semester 1: Unit 4 |
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| Unit Topic Overview | Graphs of Trigonometric Functions | The Conic Sections |
| Key Ideas | <ul style="list-style-type: none"> ● Features of Periodic Graphs <ul style="list-style-type: none"> ○ Period, Amplitude, Domain/Range and Properties ● Graphs of $y = \sin(x)$ and $y = \cos(x)$ on the Cartesian Plane <ul style="list-style-type: none"> ○ Generating Points of the Graphs of $y = \sin(x)$ and $y = \cos(x)$ ● Transformations and Translations of Sine and Cosine Graphs ● Proving Sine Graph is Odd and Cosine Graph is Even ● General Graphs of $y = A\sin(Bx - C)$ and $y = A\cos(Bx - C)$ ● Graph of Tangent <ul style="list-style-type: none"> ○ Domain/Range and Period ● Graphing More Complex Trig Functions ● Graphs of Reciprocal Trigonometric Functions | <ul style="list-style-type: none"> ● Basic Equations of the Conic Sections ● Definition of Focus and Directrix ● Translation of the Graphs of the Basic Conic Sections ● Graphing Conic on the Cartesian Plane |
| Essential Questions | <p>What are period, amplitude, and phase shifts? How do changes in the period, amplitude and phase shift affect graphs? What do the graphs of $y = \sin(x)$ and $y = \cos(x)$ look like? What happens when we transform the graphs of $y = \sin(x)$ and $y = \cos(x)$? What does the graph of $y = \tan(x)$ look like? What do the graphs of $y = \cot(x)$, $y = \csc(x)$ and $y = \sec(x)$ look like?</p> | <p>What are the conic sections, and where do they get their collective name? What are the basic equations of the conic sections? What is a focus? What is a directrix? How do we use the technique of Completing the Square? Why is this technique useful? How do you graph conic sections?</p> |
| Enduring Understandings | <p>Fluency with graphing (in preparation for college mathematics--graphing is one of the weakest skills students have when entering college calculus) Explain why the graphs of sine, cosine, and</p> | <p>The parabola, circle, ellipse, and hyperbola are all called conic sections because they come from a plane being intersected with a cone.</p> |

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| | tangent are what they are -- making connections to the unit circle. Explain why the graphs of cotangent, cosecant, and secant what they are -- making connections to the graphs of sine and cosine, and tangent. | |
| Assessments | Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 10/13/20 | Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: Semester 1 Portfolio |
| Essential Classroom Content | Trigonometry Student Text: Chapter 5 | Trigonometry Student Text: Chapter 8 |
| Technology Applications | Polygraph Game for Trig Functions Desmos Activity Graphing the Sine Function Using Amplitude, Period, and Vertical Translation Desmos Activity Marbleslides (Periodics) Desmos Activity | Conics Desmos Activity Bundle |
| Essential Standards | <u>CCSS.MATH.CONTENT.HSF.TF.B.5</u> Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.* <u>CCSS.MATH.CONTENT.HSF.TF.A.4</u> (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. <u>CCSS.MATH.PRACTICE.MP7</u> Look for and make use of structure. <u>CCSS.MATH.PRACTICE.MP1</u> Make sense of problems and persevere in solving them. | <u>CCSS.MATH.CONTENT.HSG.GPE.A.1</u> Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. <u>CCSS.MATH.CONTENT.HSG.GPE.A.2</u> Derive the equation of a parabola given a focus and directrix. <u>CCSS.MATH.CONTENT.HSG.GPE.A.3</u> (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. |

| | Semester 2: Unit 5 | Semester 2: Unit 6 |
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| Unit Topic Overview | Analytical Trigonometry | Additional Topics in Trigonometry |
| Key Ideas | <ul style="list-style-type: none"> ● Review of the Pythagorean Identities ● Review (and Proof) of the Cofunction Identities ● The Addition Formulas for Sine and Cosine ● Using Identities That Relate Sine and Cosine ● The Addition Formulas for Tangent ● Double-Angle and Half-Angle Formulas ● Product-to-Sum and Sum-to-Product Formulas for Sine and Cosine ● Odd and Even Functions ● Computing Values Using Identities ● Inverse Trigonometric Functions | <ul style="list-style-type: none"> ● Proving the Law of Sines and Cosines ● Additional Proofs with Trigonometric Functions ● Possible Additional Topics <ul style="list-style-type: none"> ○ Fourier Series ○ Vectors in the Plane ○ Harmonic Motion |

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| | <ul style="list-style-type: none"> ● Graphs of Inverse Trigonometric Functions <ul style="list-style-type: none"> ○ Justification of Domain Restrictions ● Simplifying Complex Equation with Inverses ● Determining if Statements are Identities ● Solving Algebraic Equations with Trigonometric Functions | |
| Essential Questions | <p>What are the cofunction identities?</p> <p>How do we prove the addition formulas for sine and cosine?</p> <p>How do we apply the identities that relate to sine and cosine?</p> <p>How do we show that ___ is an identity?</p> <p>How do we prove the addition formulas for tangent?</p> <p>How do we prove the double-angle and half-angle formulas?</p> <p>Are sine and cosine odd, even or neither?</p> <p>When are the double angle, half angle, and cofunction identities useful? How do we use them?</p> <p>What are the inverse trigonometric functions and what are they used for?</p> <p>How do the properties of inverses from algebra apply to inverse trigonometric functions?</p> <p>What do the graphs of inverse trig functions look like?</p> <p>How are inverses useful in solving complex equations?</p> <p>How do we determine if a statement is an identity?</p> <p>How do we solve algebraic equations with trigonometric functions?</p> | <p>How do we prove the Law of Sines?</p> <p>How do we prove the Law of Cosines?</p> <p>How do we use the Law of Sines and the Law of Cosines to solve problems?</p> <p>What is the Law of Tangents?</p> <p>How can we prove identities that we already know in new ways (using geometry)?</p> |
| Enduring Understandings | Students will grow in their proving abilities throughout this unit, incorporating new proof skills as they move through the workbook. | Students will not strictly memorize the Law of Sines and the Law of Cosines, but instead develop an understanding of where they came from and their usefulness in solving problems involving all triangles (not just right triangles). |
| Assessments | <p>Formative Assessments: Do Nows, Exit Tickets, Observations</p> <p>Summative Assessment: Mid-Unit Quiz 1/19/21 & 2/9/21, End-of-Unit Test 3/4/21</p> | <p>Formative Assessments: Do Nows, Exit Tickets, Observations</p> <p>Summative Assessment: End-of-Unit Quiz 3/25/21</p> |
| Essential Classroom Content | Trigonometry Student Text: Chapter 6 | Trigonometry Student Text: Chapter 7 |
| Technology Applications | Coming Soon | Coming Soon |
| Essential | CCSS.MATH.CONTENT.HSF.TF.C.9 | CCSS.MATH.CONTENT.HSG.SRT.D.11 |

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| Standards | <p>(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. <u>CCSS.MATH.CONTENT.HSF.TF.B.6</u></p> <p>(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. <u>CCSS.MATH.CONTENT.HSF.TF.B.7</u></p> <p>(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.* <u>CCSS.MATH.PRACTICE.MP6</u></p> <p>Attend to precision.</p> | <p>(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). <u>CCSS.MATH.CONTENT.HSG.SRT.D.10</u></p> <p>(+) Prove the Laws of Sines and Cosines and use them to solve problems. <u>CCSS.MATH.CONTENT.HSG.SRT.B.4</u></p> <p>Prove theorems about triangles. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</i> <u>CCSS.MATH.CONTENT.HSF.TF.C.8</u></p> <p>Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.</p> |
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| | Semester 2: Unit 7 | Semester 2: Unit 8 |
|---------------------|--|---|
| Unit Topic Overview | Financial Math | Math in My Future Project |
| Key Ideas | <ul style="list-style-type: none"> ● Understand how to model and analyze financial situations by exploring <ul style="list-style-type: none"> ○ Index Funds for simple interest products ○ Certificates of Deposit for compound interest products. ○ Average rates of change ○ Composition of functions in the context of amortization and annuitization. ● Build understandings that facilitate decision-making with regard to personal finances. <ul style="list-style-type: none"> ○ Understand the potential impact of credit scores. ○ Understand factors that should be considered when borrowing money. ○ Explore the potential risks and benefits of different investment products. ○ Investigate the effects of early investing. ○ Create a personal budget. | <ul style="list-style-type: none"> ● Research mathematics topics that will be essential in future career/life. ● Solve mathematical problems related to future career/life. ● Discuss implications of mathematics on future career/life. ● Obtain fluency with a mathematical tool. |
| Essential Questions | <p>What are credit scores? What types of loans are available to people? What reasons and options are there for saving and investing? What are your financial goals?</p> <p>What are the tipping expectations for common services?</p> <p>How do you fairly split a bill?</p> <p>How can we use percentages to be smart</p> | <p>How is math going to help me be successful in my future career/life?</p> <p>What mathematical tools are available to help me be successful?</p> |

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| | <p>shoppers?</p> <p>What are APY and APR?</p> <p>How do you determine the best investment by comparing APYs?</p> <p>How does simple interest add up?</p> <p>What are the effects of simple interest and compound interest for various compounding periods?</p> <p>What is the relationship between interest earned and investment value over time?</p> <p>How can we use a composite function to model recurring deposits into an index fund?</p> <p>Is it better to invest a small amount now or a larger amount later?</p> <p>How can we use a composite function to model recurring deposits into an existing account earning simple interest?</p> <p>How does accrued interest affect repayment of a loan?</p> <p>What is the impact of making additional deposits to an existing investment account?</p> <p>What are the implications of only making minimum monthly payments on credit card debt?</p> <p>How do credit scores and interest rates impact auto loans?</p> <p>How do loan rate, lengths of loan, and down payment impact buying a house?</p> <p>How can I set myself up for financial success?</p> | |
| Enduring Understandings | Students understand the connections between the mathematics they have learned and the financial literacy that is essential to a lifetime of fiscal well-being. | |
| Assessments | <p>Formative Assessments: Do Nows, Exit Tickets, Observations</p> <p>Summative Assessment: Personal Finance Project</p> | <p>Formative Assessments: Do Nows, Exit Tickets, Observations</p> <p>Summative Assessment: Math in My Future Video</p> |
| Essential Classroom Content | ESM Student Handouts | N/A |
| Technology Applications | Coming Soon | Final Product: Students create a video summarizing their "Math in My Future" Projects |
| Essential Standards | <p>CCSS.MATH.CONTENT.HSN.RN.A.1</p> <p>Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3$</i></p> | <p>CCSS.MATH.PRACTICE.MP4</p> <p>Model with mathematics.</p> <p>CCSS.MATH.PRACTICE.MP5</p> <p>Use appropriate tools strategically.</p> <p>CCSS.MATH.PRACTICE.MP6</p> <p>Attend to precision.</p> |

= $5(1/3)^3$ to hold, so $(5/3)^3$ must equal 5.
CCSS.MATH.CONTENT.HSN.RN.A.2
 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

CCSS.MATH.CONTENT.HSN.RN.B.3
 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

CCSS.MATH.CONTENT.HSA.SSE.A.1
 Interpret expressions that represent a quantity in terms of its context.*

CCSS.MATH.CONTENT.HSA.SSE.A.2
 Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

CCSS.MATH.CONTENT.HSA.SSE.B.3
 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*

CCSS.MATH.CONTENT.HSA.SSE.B.4
 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.**

CCSS.MATH.CONTENT.HSA.CED.A.1
 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

CCSS.MATH.CONTENT.HSA.CED.A.2
 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CCSS.MATH.CONTENT.HSA.REI.A.1
 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

CCSS.MATH.CONTENT.HSA.REI.A.2
 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

CCSS.MATH.CONTENT.HSA.REI.B.3
 Solve linear equations and inequalities in one

variable, including equations with coefficients represented by letters.

CCSS.MATH.CONTENT.HSF.IF.A.2

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

CCSS.MATH.CONTENT.HSF.IF.B.4

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**

CCSS.MATH.CONTENT.HSF.IF.B.6

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

CCSS.MATH.CONTENT.HSF.BF.A.1

Write a function that describes a relationship between two quantities.*

CCSS.MATH.CONTENT.HSF.BF.A.2

Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

CCSS.MATH.CONTENT.HSF.LE.A.1

Distinguish between situations that can be modeled with linear functions and with exponential functions.

CCSS.MATH.CONTENT.HSF.LE.A.2

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

CCSS.MATH.CONTENT.HSF.LE.A.3

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

CCSS.MATH.CONTENT.HSF.LE.B.5

Interpret the parameters in a linear or exponential function in terms of a context.

Daily Learning Targets

- I can sort tools into categories. (**L.1.5a, L.1.5b**)
- I can ask and answer questions about key ideas using the photographs and text in a book. (**RI.1.1, RI.1.7, SL.1.1**)

Ongoing Assessment

- Use the Speaking and Listening Checklist to track students' progress toward **SL.1.1a** (see Assessment Overview and Resources).
- During Work Time A, students ask each other questions while sorting pictures. Prompt students still struggling to form a question to use the question words on the Tools and Work Word Wall.
- During Work Time C, circulate and look for students to show basic phonemic awareness. Note any trend that may need to be re-taught during the K-2 Reading Foundations Skills Block.

Agenda

| Agenda | Teaching Notes |
|---|---|
| <p>1. Opening</p> <p>A. Working with Vocabulary: Tools and Work Word Wall (5 minutes)</p> <p>2. Work Time</p> | <p>Purpose of lesson and alignment to standards:</p> <ul style="list-style-type: none"> • In this lesson, students continue to use photographs from <i>Tools</i> to practice asking questions and sorting the photographs into categories. • Students are again encouraged to use question words (<i>who, what, when, where, why, and how</i>). Refer students to the Tools and Work Word Wall, if needed. Note students' skill level with asking questions. Begin to assess students as they ask and answer questions, using the Speaking and Listening Checklist in the Assessment Overview and Resources Packet. <p>How this lesson builds on previous work:</p> |

A. Speaking and Listening:
Sorting
Photographs
(10 minutes)

B. Shared
Writing:
What Job
Does the Tool
Help to Do?
(15 minutes)

C.
Independent
Writing:
What Job
Does the Tool
Help to Do?
(15 minutes)

3. Closing and Assessment

A. Answering
Questions:
Using the
Text (10
minutes)

B. Song and
Movement (5
minutes)

- Students continue to ask and answer questions by rereading an excerpt from *Tools* and some captions in the book's index.
- During previous lessons, students practiced classroom discussion norms as they asked and answered questions about the tools presented in each of the challenges. In this lesson, they further refine these skills of asking and answering questions by rereading an excerpt from *Tools* and some of the captions in the index, and by engaging in multiple discussions.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- In Work Time A, students may need additional support with organization when asked to sort pictures with a partner. Support students by giving two different colored papers to place their pictures on, or by suggesting that each partner hold his or her own category.
- In Work Time C, students discuss their answers and then write independently. Support students with prompts and resources around the room in order to write with inventive spelling. If a sentence requires dictation, prompt the student to read it aloud afterward.

Down the road:

- This lesson is the second of three lessons with opportunities to collect data on students' progress toward **SL.1.1a**.
- In Lesson 8, the culminating lesson of Unit 1, students will engage in a similar lesson structure as they show what they can do independently.

- Prepare:
 - Tools and Work Word Wall cards. Write each word on an index card and, where appropriate, draw a corresponding image to support students' understanding of the word.
 - Types of Tools, Picture Set 2 (copying and cut out the pictures so that there are enough sets for every pair in the class)
- Set up a document camera to display the Cooking/Eating Tools shared response sheet.
- Reference the Cooking/Eating Tools shared response sheet (see supporting materials) in order to make a chart-sized version for the class to view during shared writing. See Lesson 5 supporting materials for large pictures for this chart.
- Post: Learning targets, "Learning Target" poem, Sorting Protocol anchor chart, Questions about Tools anchor chart, Classroom Discussion Norms anchor chart, "Tools" song.

Tech and Multimedia

Consider using an interactive whiteboard or document camera to display lesson materials.

- Work Time A and C: Record students as they discuss to listen to with students later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time C: Students complete the Cooking/Eating Tools Sample Student Response Sheet using a word processing tool, for example a Google Doc.
- Closing and Assessment B: If you recorded students singing the "Tools" song in Lesson 1, play this recording for them to join in with.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.A.1, and 1.I.B.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing the opportunity to participate in activities that closely resemble the subsequent lesson's assessment. Allow students more independence in anticipation of the assessment. Take note of the skills with which they struggle.

Focus on recommending specific strategies to foster independence. Example: "Daphne, I notice you are having trouble spelling *tools*. Where can you look to find the spelling of that word?"

- ELLs may find it challenging that the categories *cooking tools* and *eating tools* are closely related. Explicitly highlight the differences between these two categories as necessary. Example: "Would I use a fork to make the food, or to eat the food? Do you eat with a spatula?"

Levels of support

For lighter support:

- During Work Time B, challenge students to generate questions about the sentence from the text before asking the prepared questions. Example: "What questions can we ask about this sentence? Let's see if we can answer them together."
- During Closing and Assessment A, if students are accustomed to partnering with higher proficiency peers, consider grouping them in matching proficiency partnerships to challenge them and to assess their independence speaking and listening.

For heavier support:

- To activate prior knowledge about cooking tools, remind students about the work they did in Lesson 1. Display student work from that first lesson and connect their work to the new category.
- The word and concept *category* may be challenging for some students. Remind students of the prior lesson using any visual materials or graphic organizers introduced thus far. Use additional examples and realia to illustrate the concept. Example: Bring in jellybeans and model categorizing them by color.
- During Work Time C, distribute copies of the Cooking/Eating Tools student response sheets with sentence frames. Students can complete the activity as a cloze exercise. (Example: "The boy uses a _____ to _____.")

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students continue to practice sorting photos into categories. Prepare visual and spatial scaffolds for sorting with graphic organizers (e.g., create a T-chart with labels or use masking tape to create rectangle shapes on the floor).
- **Multiple Means of Action & Expression (MMAE):** Reinforce tools and their uses by providing individual students with additional practice with song and movement.

- **Multiple Means of Engagement (MME):** Use pictures to pre-teach vocabulary (e.g., *cook, eat, sort, categories*), especially in ways that promote connection to students' experience and prior knowledge.

Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T)

- categories, cook, eat, even (adverb), photograph (review), sort (L)

Materials

- Tools and Work Word Wall cards (teacher-created; one for each word; see supporting materials)
- "Learning Target" poem (from Lesson 1; one to display)
- *Tools* (book; from Lesson 5; one for teacher read-aloud)
- Sorting Protocol anchor chart (begun in Lesson 6)
- Types of Tools, Picture Set 2 (one per pair; see supporting materials)
- Unit 1 Assessment Speaking and Listening Checklist (from Lesson 6)
- Tools and Work Word Wall (from Lesson 3; one to display)
- Document camera (optional)
- Cooking/Eating Tools model response sheet (for teacher reference; see Teaching Notes)
- Cooking/Eating Tools student response sheet (one per student)
- Cooking/Eating Tools sample student response sheet (for teacher reference)
- Questions about Tools anchor chart (begun in Lesson 5)
- Classroom Discussion Norms anchor chart (begun in Lesson 2)
- "Tools" song (from Lesson 1; one to display)

Assessment

Each unit in the K-2 Language Arts Curriculum has one standards-based assessment built in. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.

Opening

Opening

Meeting Students' Needs

A. Working with Vocabulary: Tools and Work Word Wall (5 minutes)

- Gather students together as a whole group.
- Show them the **Tools and Work Word Wall cards**. Have students pretend to open their brains to get ready to put in some important words.
- Show students the Word Wall card for *cook*. Say the word and show the picture.
- Ask students to turn and talk:

"What does it mean to cook?" (to use heat to prepare food)

- Ask:

"Does anybody know how to say cook in the language you speak at home? (povar in Russian) Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English.

- Encourage students to use the word in a sentence to a partner. Have students repeat after you: "My sister knows how to cook eggs for breakfast."
- Show students the motion of cooking by pouring spices into a pan, stirring the mixture, and then flipping the food with a spatula. Invite students to join you in the motion.

- For ELLs: Activate background knowledge by inviting students who participated in the pre-teaching to help explain the words (e.g., *cook* and *eat*). (MMR)
- Optimize relevance by contextualizing information based on students' experiences with prompts. Example: "Give a thumbs-up if you have seen someone use a tool to cook eggs before." (MME)

- Show students the Word Wall card for *eat*. Say the word and show the picture.
- Ask students to turn and talk:

"What does it mean to eat?" (to chew and swallow food)
- Show students the motion of eating by holding a sandwich, taking bites, and chewing. Invite students to join you in the motion.
- Encourage students to use the word in a sentence to a partner. Have students repeat after you: "I eat with my friends at lunch time."
- Invite students to close up their brains to hold those important words inside.

Work Time

A. Speaking and Listening: Sorting Photographs (10 minutes)

- Remind students that they have learned all sorts of new words and ideas about tools, and tell them they are going to learn more today. Invite students to chorally recite the **"Learning Target" poem** together as a class.
 - Direct students' attention to the posted learning targets and read the
- For ELLs: Customize the display of information by using masking tape to create two clear "categories" on the floor. Briefly remind students how to sort using photos from the previous lesson (farm tools vs. cutting tools) and demonstrate by sorting a few photo cards into two categories. (MMR)
 - For ELLs: Provide alternatives to response strategies by using a graphic organizer (T-chart) with two categories (labeled "cooking tools" and "eating tools"). As the teacher or a partner holds up the photo card, invite individual students to indicate the correct category by pointing. (MMAE)

first one aloud:

"I can sort tools into categories."

- Focus students' attention on the word sort.
- Using a total participation technique, invite responses from the group:

"Who can remember what the word sort means from the last lesson?" (to separate things into special groups)

- Focus students' attention on the word *categories* and circle it. Ask students to show a thumbs-up if they remember the meaning of this word. If few students remember, tell students that categories are special groups where everything in that special group is the same in some way.
- Using a total participation technique, invite responses from the group:

"What categories of tools did we talk about yesterday?" (cutting tools and farming tools)

- Share with students that you are going to read aloud another part of the text *Tools*, just like in the previous lesson. Encourage students to listen and look for categories.
- Read aloud pages 14-17 of *Tools* slowly, fluently, with expression, and without interruption. As you

- For ELLs: To facilitate active listening, invite students to look and listen for the new vocabulary words they learned. Prompt them to give a thumbs-up when they recognize one of the words or tools.
- For ELLs: Provide dialogue to help students decide which partner they would like to be. Example: "Would you like to be partner A?" "Yes, I would." OR "No thanks, I would prefer to be partner B."
- Differentiate the degree of difficulty or complexity by reducing (or expanding) the number of photo cards individual children are required to sort. (MME)
- For ELLs: As students interact, notice instances in which students omit the plural *-s*. Identify the error and recast the sentence correctly. Invite students to repeat. Example: "A fork and pan are cooking *tools*. Now you say it!"

read, show students the photographs on each page.

- Reread page 16. Point out that the author chose to put the word *even* on this page to show that something is surprising. Tell students that the author thought it was surprising to eat with tools.
- Point out that the girl in the picture is using chopsticks. Ask if any students have ever used chopsticks. If so, ask:

"Does it surprise you that you use tools when you eat with chopsticks, just like the author was surprised?"

- Direct students to the **Sorting Protocol anchor chart**. Tell them they are going to talk with a partner, just like yesterday, to sort pictures into categories.
- Review the Sorting protocol, pointing to each step on the anchor chart for reference. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Ask:

"How will you show your partner you are listening?" (use eye contact; answer the questions they ask me)

- Designate partners. Invite students to decide who will be partner A and who will be partner B.

- Remind students that they saw many types of tools in the book. Today, these photographs show cooking tools and eating tools, so one category is cooking tools and another category is eating tools.
- Place a set of **Types of Tools, Picture Set 2** in front of each pair of students.
- Guide students through the Sorting protocol, using the steps on the Sorting Protocol anchor chart.
- As students complete the last three pictures, circulate to collect information on the **Unit 1 Assessment Speaking and Listening Checklist**. In order to gather sufficient data, prompt each student to share in more detail.
- If productive, cue students to expand the conversation by saying more:

*"Can you say more about that?"
(Responses will vary.)*

- Give students specific positive feedback about the conversations and questions you heard them using in pairs. (Example: "I saw Maria using eye contact with her partner" and "I noticed Isaac asked a question with the question word *where*.")
- Have students clean up their pictures and turn them in.

B. Shared Writing: What Job Does the Tool Help to Do? (15 minutes)

- Gather students together as a whole group.
- Direct their attention to the posted learning targets and read the second one aloud:

"I can ask and answer questions about key ideas using the photographs and text in a book."

- Invite students to turn and talk:

*"What is one question you asked or answered yesterday during your work time with Tools?" If necessary, prompt using the question words on the **Tools and Work Word Wall**.*

- Using a **document camera**, display the **Cooking/Eating Tools model response sheet**.
- Point to the first picture under "Cooking tools" on the model response sheet. Tell students that you'd like to know more about the tool in this picture, so you will read about it in the index of *Tools*. Allow students to continue focusing on the picture while you read aloud the caption in the index for page 14.
- Using a total participation technique, invite responses from the group:

- Support encoding by demonstrating how to use mini alphabet strips or other environmental print to help with writing the word *stick* and writing a sentence. (MMR)
- For ELLs: Provide options for physical action by inviting children demonstrate the motion of cooking fritters with a stick. (MMAE)
- For ELLs: Optimize relevance by discussing "fritters" with students. You might say: "Give a (silent signal) if you've eaten fritters before. Can someone explain what fritters are like?" If no one can, you might say: "Fritters can taste sweet like donuts or salty like tater tots. They are delicious! People cook them in different ways. Some people might cook fritters with a spatula, and some people might cook them with a stick." (MME)
- For ELLs: Ask students about this sentence from the index: "Here, a woman makes fritters by holding the dough on a stick and dipping it into boiling fat." Examples:
 - "Let's look at this sentence. I wonder why this woman needs the stick. Let's see if there are clues in the sentence. Why do you think she uses the stick?"
 - When the author says *here*, where does she want us to look?" (at the picture)
 - This woman is making fritters. Fritters are a food. What is *dough*? (It's fritters before they are cooked.)
 - Reread the phrase *by holding the dough on a stick*. Ask: "What does the stick help her do?" (hold the dough)
 - Say: "I see the word *and*. That tells me there is something else the stick helps her do. What is that?" (dip the dough) Say: "Show me how you dip something. Pretend to dip a pretzel in chocolate!"

*"What is the name of this tool?"
(stick)*

- Tell the students that you will label the picture now that you know the name. Sound out the word *stick* slowly, using helpful spelling suggestions from the students as you label the picture.
- Remind students that people use all kinds of tools to cook, even a stick. Ask students about some of the tools their family uses at home.
- Tell students that this time, you need help listening for "What job does the tool help to do?" Reread the caption in the index for page 14.

- Invite students to turn and talk:

"What job did you hear the tool doing?" (helps a woman cook fritters)

- Think aloud as you model writing the sentence "The stick helps a woman cook fritters" below the picture.
- Tell students that they will do the next one with you at their seats. Transition students to their seats by having them walk back while pretending to eat the fritters the woman just cooked.

- Reread the phrase *into boiling fat*. "Fat is something that you cook with. When fat is *boiling*, do you think it is hot or cold?" (very hot!)
- "If she is using boiling fat to cook her dough, why does she need to use the stick?" (It is too hot to use her hands.)
- "So how does this tool help her cook?" (It helps her hold the dough so she is safe and does not get burned.)

C. Independent Writing: What Job Does the Tool Help to Do? (15 minutes)

- Embed support for symbol-sound relationships by providing mini alphabet strips for reference at students' workspaces. (MMR)

- Direct students' attention to the **Cooking/Eating Tools student response sheets** and writing utensils at their workspaces.
- Using *Tools*, point to the picture from page 16. Ask students to also point to the picture on their response sheet that shows a boy eating. Circulate to ensure all students are pointing to the correct picture.
- Tell students you are going to read the caption for that picture, and you want them to think about the following question:

"What is the name of this tool?"

- Read aloud the caption in the index for page 16.
- Invite students to turn and talk:

*"What is the name of this tool?"
(This is a spoon.)*

- Circulate to collect information on the Unit 1 Assessment Speaking and Listening Checklist. In order to gather sufficient data, prompt each student to share in more detail.
- Invite students to label their picture with the tool's name.
- Refocus students on the picture. Tell them you are going to repeat this process with a new question:

"What job does the tool help to do?"

- For ELLs: Read the caption for page 16 twice for each discussion prompt--once before asking the questions and once after asking the questions. This will provide students more time to process the text and to formulate their answers to discussion questions.
- Consider seating arrangements that provide differentiated mentors by seating developing readers/writers with stronger readers/writers. (MMAE)
- To optimize challenge, vary demands and resources by differentiating degree of complexity within the response activity (i.e., allow for individual students to focus effort only on labeling the picture, while others may extend the activity by writing multiple sentences). (MME)
- For ELLs: To boost confidence and to provide speaking opportunities, call on an intermediate proficiency student to share his or her work with the class. Provide prompting as necessary.

- Reread the caption in the index for page 16, ask students to turn and talk, and circulate to collect information on the Unit 1 Assessment Speaking and Listening Checklist.
- Invite students to write their response below the picture on their response sheet.
- Choose a student to read his or her response aloud for the class. Give specific positive feedback to the student about the process s/he took to write the sentence.
- Collect student work. Inventive spelling should be accepted. Be sure to be aware of students' independent phonemic abilities as you consider each response. Refer to the **Cooking/Eating Tools sample student response sheet (for teacher reference)**.

Closing & Assessments

A. Answering Questions: Using the Text (10 minutes)

- Share with students that today they learned about two categories of tools: cooking tools and eating tools.
- Explain that you would like to ask the class to discuss the **Questions about Tools anchor chart** and that you will be looking for students to follow the discussion norms to see if they can answer some of the questions.
- Draw students' attention to the Classroom Discussion Norms anchor chart. Ask for volunteers to remind the class of a discussion norm they should follow while talking. Create a signal with students that will help them remember each norm (example: pointing to your eyes for eye contact).
- Read a question aloud and give time for students to turn and talk. Listen to collect information on the Unit 1 Assessment Speaking and Listening Checklist. Prompt students to continue sharing with each other by asking: "Would anyone like to add to that idea?" "What do you think about that idea?" "Is there anything you can build onto that?"
- If productive, cue students to expand the conversation by giving an example:

"Can you give an example?" (Responses will vary.)
- Repeat this process as time allows. Write answers to the questions on the anchor chart at the culmination of the discussion.

- Activate background knowledge by reminding students they can use the Tools anchor chart to help them answer the discussion question. (MMR)
- Provide options for expression and communication by prompting students to first respond to the question in Think-Pair-Share before inviting students to discuss as a whole group. (MMAE)
- Optimize relevance by asking: "Can you think of another cooking tool (or eating tool) that wasn't discussed today? Whisper to your shoulder partner." (MME)

B. Song and Movement (5 minutes)

- With excitement, tell students that to wrap up this lesson, they will sing and dance to the **"Tools" song**.
- Begin singing, and encourage students to sing along with you.
- Add movement to make the song interactive. (Example: Pretend to use a hammer to tap, tap, tap.)

- Enhance perceptual features by directing individual students' attention to pre-printed or hand-drawn images associated with key words in the song (e.g., builder and her hammer, painter and his brush, dentist with her mirror, tailor and his needle). (MMR)
- Provide differentiated mentors by pairing developing readers with stronger readers to build fluency with song. (MMAE)
- Allow students to participate in the design of song and movement activity by inviting students to suggest movements for different parts of the song. (MME)

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